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To the Graduate Council:

I am submitting herewith a dissertation written by Mary Elizabeth Blevins entitled "Exploring Grades 3-8 Principals' Beliefs about the New TNReady Standards: An Assets or Deficits Perspective?." I have examined the final electronic copy of this dissertation for form and content and recommend that it be accepted in partial fulfillment of the requirements for the degree of Doctor of Philosophy, with a major in Education.

Mary Lynne Derrington, Major Professor

We have read this dissertation and recommend its acceptance:

Stergios G. Botzakis, Terry Ishitani, Dorian McCoy

Accepted for the Council:
Carolyn R. Hodges

Vice Provost and Dean of the Graduate School

(Original signatures are on file with official student records.)

Exploring Grades 3-8 Principals' Beliefs about the New TNReady Standards: An Assets or Deficits Perspective?

A Dissertation Presented for the

Doctor of Philosophy

Degree

The University of Tennessee, Knoxville

Mary Elizabeth Blevins

December 2017

DEDICATION

This dissertation is dedicated to my mother, Joan Womble Passons. Without your model of the quest for knowledge and making learning "cool," I would have never pursued a terminal degree. I am forever grateful for the love, support, encouragement, and assistance you provide me every single day. This dissertation is also dedicated to my husband and children (Jeff Blevins, Christy Blevins Vasquez, and Jake Blevins). Thank you for giving up family time to allow me to conduct this study and spend so many hours writing! I love all of you so very much!

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James Thomas Passons, though not with us now, you set the example for not backing down from things that were difficult and never giving up. I miss you every day.

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ABSTRACT

Porumbu (2015) proposed that belief systems are important because they influence behavior. For example, a principal's belief system could determine how teaching strategies are monitored, how support for struggling students are accessed, and how alternative support and interventions for those students are implemented. As part of cultural capital, both acknowledging and valuing others' knowledge and skills reflect an asset perspective (Fox, 2016); in contrast is the deficit perspective. Massey, Charles, Lundy, and Fischer (2003) found that the deficit perspective is often found in education systems' explanation of poor performance.

The purpose of this quantitative study was to explore principals' responses regarding the TNReady assessment, which was implemented in Tennessee in 2015 and requires students to apply reading skills to complex text. The responses of Tennessee principals in high and low SES public schools (grades 3-8) were compared to determine if statistically significant differences existed regarding the following: (a) needs for support to successfully implement TNReady, (b) challenges to implementing TNReady standards, and (c) the belief that those standards can lead to improved student learning and preparation for post-secondary education and/or the workforce.

Of the 1360 emailed surveys sent through the Qualtrics program, 192 were completed, responses were analyzed using a t-test. This study's results supported the social and cultural reproduction framework in the following ways: (a) Principals in low SES schools did not recognize the need for differential principal support in implementing TNReady standards yet they reported different challenges to implementing the standards than principals in high SES schools did. (b) One concern among principals of high SES schools was that parents need training in TNReady practices to provide homework support; however, principals in low SES schools did not express that concern. (c) When comparing responses to the statement, "TNReady standards are too rigorous for the students at my school," 33% of the principals in high SES schools strongly disagreed; however, 23% of the principals in low SES schools somewhat agreed. (d) Principals in high SES schools indicated that TNReady standards do not include important concepts students should learn; however, principals in low SES schools did not express that concern.

Keywords: Low Socioeconomic, Principal Support Needs, TNReady, Principal Beliefs, Grades K-8 Public Schools, Assets vs Deficits Perspective

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CHAPTER 1

INTRODUCTION

After reading *Literacy with an Attitude: Educating Working-Class Children in their Own Self-Interest* (Finn, 1999), I became interested in whether students from economically disadvantaged households were reaching full potential in reading in my school system. I wanted to explore principals' beliefs about students and their potential for high academic achievement, especially in schools with a high population of economically disadvantaged students. I was also interested in the decisions principals make when students struggle with mastering grade-level objectives and the support principals may need to make those decisions.

The tenets of social reproduction theory (Bourdieu, 1977; 1986; 1998; 1999), which I have embraced, made me question whether principals in schools with higher poverty either subconsciously or consciously embraced beliefs consistent with conditions for hegemony, the domination of one social class over another that may lead to the dominant group's values and beliefs being accepted and all other beliefs and values being minimized (Hill, 1998; Bronner, 2011). I considered the following questions regarding principals:

- Do they believe that students in lower socioeconomic status (SES) schools are incapable of higher achievement?
- Do they expect a low reading level and/or reading achievement on standardized assessment, or do they believe lower achievement is an acceptable consequence of high poverty environments?
- Do they have preconceived notions that they accept as default and, consequently, do not know how to effect change?

- Do they value students' background skills and abilities, or are they focused only on what students have not mastered based on state assessments?

Porumbu (2015) proposed that belief systems are important because they influence behavior. For example, a principal's belief system could determine how teaching strategies are monitored, how support for struggling students are accessed, and how alternative support and interventions the principal requests when the students do not show growth. A common theme to describe reasons for success in studies of high achieving, lower SES schools is the principal's unwavering belief that the students can and will learn (Hallinger, Bickman, & Davis, 1996; Jacobson, Brooks, Giles, Johnson, & Ylimaki, 2007; Taylor & La Cava, 2011). When the principal believes students can achieve, students show growth in achievement.

Principals view student abilities from either a deficits or an assets perspective. Bourdieu (1987) considers knowledge, skills, and resources a student brings to school as part of cultural capital. The deficits perspective is a negative belief or assumption about a person based on his ability, aspirations, or work ethic. For example, when a principal focuses on what students do not know or are unable to do and attributes those deficiencies to lack of preparation for learning, he demonstrates a deficits perspective. That perspective is common in both educational research and teacher preparation programs (Trueba 1988; Valencia, 1997; González, 2005). In contrast, an assets perspective (Yosso, 2005) recognizes and values the cultural capital of students as being their knowledge, skills, and resources. In this perspective, the goal is to build on students' cultural capital by exposing them to new experiences. Haycock (2001) found that schools embracing the assets perspective in low SES schools were as successful as many high-achieving schools with high SES populations.

McCoy and Winkle-Wagner (2015) found that intentional opportunities can impact an individual's thoughts, beliefs, tastes, interests, and understanding of the world (habitus). Their research involved aspiring graduate students participating in summer bridge programs, which helped bring the field of education into the student's identity while simultaneously providing the educational opportunities to learn from the students. Rather than looking at the deficits in students' backgrounds that may have negatively affected performance, the research focused on the cultural capital the students brought to the program and expanded on it by using a new setting, the college campus. This assets-based focus recognized the cultural capital each student brought to the experience and gave each the opportunity to expand knowledge with new experiences. When this approach is used, a student's identity can change to include the new experience as evidenced by one of the students who participated in McCoy and Winkle-Wagner's (2015) study. The student acknowledged his initial understanding of a professor and a scholar and how it changed because of opportunities to experience people who did not fit into "that kind of stereotype" (p. 434).

As I considered the assets and deficits perspectives and how they could impact hegemony in a school system, I began consider the importance of principals' embracing an assets perspective regarding the students in the schools they serve. To explore this issue, I surveyed Tennessee public school principals regarding the new TNReady standards and how they were implementing them to determine if they had an assets or a deficits perspective.

Statement of the Problem

According to the National Assessment of Educational Progress (NAEP) study conducted by the National Center for Education Statistics (2012), in 2009 the achievement gap between low

SES schools (i.e., average reading score 277) and high SES schools (i.e., average reading score 243) was -34. A small but growing body of research has not only questioned whether cultural dissonance between school staff and students is a factor in learner retention of knowledge but also advocated increasing cultural relevance in literacy practices (Corley, 2003). Because the principal is part of the school staff, it is important to consider the cultural dissonance between the principal and students, specifically the belief about an assets or a deficits perspective regarding what students already know and can do.

Day et al. (2008) found that a principal's success is measured by students' performance; the principal's decisions can influence student achievement and the achievement gap between lower and higher SES students. This finding has been supported by other research, identifying a principal's influence as affecting student performance (Hallinger & Heck, 1996; Jacobson et al., 2007; Leithwood & Riehl, 2003; Scheerens & Bosker, 1997; Taylor & La Cava, 2011). The support principals request may be influenced by their perspective—either assets or deficits—regarding the students in the schools they serve. The support principals receive helps them decide how to monitor reading instruction and/or identify students' intervention needs.

My exploratory study examined principals' responses regarding support needs, challenges to implementation and preparation, and belief in potential impact on students. The principals were in schools using the TNReady standards and assessment and serving lower SES populations. Their responses were compared with principals' responses in schools serving higher SES populations and were analyzed from an assets and a deficits perspective to determine any correlations. This study's results could be used when states or districts consider how to best support principals and the schools they serve.

Theoretical Framework

According to Anfara and Mertz (2006), a theoretical framework "has the ability to: focus a study, reveal and conceal meaning and understanding, situate the research in a scholarly conversation and provide a vernacular, and reveal its strengths and weaknesses" (p. 192). Bourdieu's Social and Cultural Reproduction Theory, as a part of Critical Theory, is this study's guiding theoretical framework. This framework represents the belief that knowledge and skills leading to social power and regard are available the economically advantaged social groups but are withheld, either consciously or subconsciously, from the economically disadvantaged (Bourdieu, 1981; 1983; 1986; 1987).

Yosso (2005) expanded on Bourdieu's work by adding that knowledge of individuals in the middle and upper classes is considered more valuable than knowledge of individuals in the lower class in a hierarchical system. Schools are hierarchical in that they have a principal who oversees teachers who in turn oversee students; therefore, principals may believe that students from higher SES homes have more cultural capital than those from lower SES homes. When a principal demonstrates a deficits perspective by not acknowledging the knowledge, skills and resources students bring to school, his ability to recognize giftedness or other needs can be weakened (Ford & Grantham, 2003). A deficits perspective may also cause a principal to consider lack of progress toward proficiency in identified skills as indicating intellectual inferiority (Collins, 1988).

Purpose of the Study

This study's purpose was to determine if there are statistically significant differences in principals' survey responses regarding support needs, implementation challenges, and potential

impact on students in terms of implementing the new TNReady standards. Responses were compared based on each school's SES to determine similarities and differences in principals' responses. The results were used to discuss not only what the principals' responses suggested regarding the support received but also how those responses reflect an assets or a deficits perspective.

Research Questions

The following research questions (RQ) guided this study:

RQ1. When comparing higher and lower SES schools, are there statistically significant differences in principals' responses regarding needs for support to successfully implement TNReady?

RQ2. When comparing higher and lower SES schools, are there statistically significant differences in principals' responses regarding challenges to implementing the TNReady standards?

RQ3. When comparing higher and lower SES schools, are there statistically significant differences in principals' responses regarding believing TNReady standards can lead to improved student learning and preparation for post-secondary education and/or the workforce?

Significance of the Study

Few researchers have examined the beliefs of principals in schools serving lower versus higher SES students in third through eighth grades. These beliefs were regarding support needed to make decisions about reading and if principals believe changes could and would improve students' opportunities. In researching the literature, I did not locate studies regarding assets

versus deficits views of public school principals; therefore, this study may add to that body of research.

In "Social Class and the Hidden Curriculum," Anyon (1980) suggested that further exploring instructional practices was needed to compare schools socioeconomic status (SES). I sought to understand the differences in principals' responses in schools with lower SES populations compared with principals' responses in schools serving higher SES populations. More specifically, I sought to identify differences and similarities in responses regarding support needs, challenges to implementing TNReady, and principals' beliefs that the TNReady standards lead to improved student learning and preparation. This study's results may influence future studies regarding principals' beliefs and how they influence conditions for hegemony within the schools served.

Methodology

For this study, I chose a survey research design, allowing data to be gathered state-wide regarding participants' beliefs about students and the new TNReady standards (Creswell, 2009). The sample for this analysis included head principals in Tennessee public schools serving students in third through eighth grades. I delimited the study to these grade levels because they implemented the TNReady standards and involved the same achievement tests across the schools.

Tennessee replaced the Common Core assessment with TNReady although the standards remained the same. This study's survey instrument was developed as a Common Core feedback instrument; however, I changed the wording from *Common Core* to *TNReady*. I also removed questions regarding math implementation from TNReady because this study focused on reading. For the analysis, a Bonferroni adjustment of .05 was made to avoid a Type 1 calculation error. A

total of 192 public school principals in Tennessee participated in this study. I analyzed responses based on the SES that principals reported in the survey.

Definition of Terms

Some of the terminology may not be new to the reader but was used in a specific context for this study. Therefore, the following terms are explained:

- *Achievement Gap*—Difference in performance between specific groups. This study analyzed the achievement gap between schools considered economically disadvantaged and those that were not (Adler & Fisher, 2001).
- *Alienation*—Condition in social relationships involving a low degree of integration or common values and a high degree of distance or isolation among individuals or between an individual and a group of people in a community or work environment (Bronner, 2011).
- *Background Knowledge*—Information essential for understanding targeted skills and objectives (Anyon, 1980).
- *Capitalism*—Economic system in which investments are determined by private decisions, and prices, production, and distribution of goods are determined by competition in a free market (Bronner, 2011).
- *Collective Identity*—Sense of belonging to a group (Bernstein, 2003).
- *Cultural Capital*—One's knowledge and skills. The three forms of cultural capital—embodied, objectified, and institutionalized— influence one's position in social settings (Bourdieu, 1986; Winkle-Wagner, 2010).
- *Doxa*—Common belief or popular opinion (Bourdieu, 1985).
- *Fields*—Setting where the social interaction played out (e.g., religion, education,

family, legal system, etc.) (Bourdieu, 1986; Winkle-Wagner, 2010).

- *Habitus*—Combination of one's perceptions, appreciations, and actions (Bourdieu, 1985, 1987; Winkle-Wagner, 2010).

- *Hegemony*—Domination, conscious or otherwise, of one social class over another, potentially leading to the dominant group's values and beliefs being accepted as "normal" or acceptable and all other beliefs and values being minimized (Hill, 1998). In this dissertation, *hegemony* refers to middle-class educators exerting dominance or authority over students from a lower social class (Bronner, 2011).

- *Instructional Coach*—Staff member assigned to a school, either by a district or by allocation of Title I funds, to support reading intervention decisions and implementation (Beck, McKeown, & Kucan, 2002).

- *Instructional Leader*—Head of the school responsible for decisions, including instruction. In Tennessee public schools, the principal is the instructional leader (Beck, McKeown, & Kucan, 2002).

- *Intervention*—Measures taken to improve a student's academic knowledge and achievement for a content area, such as reading (Beck, McKeown, & Kucan, 2002).

- *Misrepresentation*—Cultural phenomenon in which a set of active social processes are assumed to be correct (Bourdieu, 1987).

- *Negation*—Opposite or absence of something regarded as fact or affirmative (Bourdieu, 1987).

- *Principal*—A school's leader, also known as the instructional leader in Tennessee public schools (Beck, McKeown, & Kucan, 2002).

- *QUAN*—Quantitative, or empirical, data and methods (Creswell, 2009).
- *Reading Intervention*—Curriculum used for students identified as reading below current grade-level placement (Beck, McKeown, & Kucan, 2002).
- *Reflexivity*—Knowing one's position and its influence on behavior and interpretation (Winkle-Wagner, 2010).
- *Socioeconomic Level (SES)*--Combination of factors including income, education level, and occupation (Adler & Fisher, 2001).
- *Social Class*—Status hierarchy based on the esteem and prestige acquired primarily through wealth. The four informally recognized social classes in Western society are upper, middle, working, and lower classes (Bourdieu, 1987; Winkle-Wagner, 2010).
- *Social Exclusion*—Ways individuals may be alienated from full involvement, resulting in their eventually not trying to fit in (Bourdieu, 1987).
- *TCAP*—Acronym for the Tennessee Comprehensive Assessment Program (Balakit, 2016).
- *TNReady*—Part of the TCAP that includes reading, math, and social studies (Balakit, 2016).
- *Vocabulary*—Choice of words or phrases used during instruction or communication (Beck, McKeown, & Kucan, 2002).

Organization of the Study

Chapter 1 has introduced the study including the research problem, the study's significance, research questions, and terminology. Chapter 2 reviews literature on the following: SES of students and education; principals as instructional leaders and support needed for

principals; what students need to learn to read; and beliefs influencing behavior, including the theoretical framework guiding the study. Chapter 3 outlines the study's research design; identifies limitations and delimitations; and explains the rationale for the study and procedures used. Chapter 4 includes results of the survey responses t-test analysis to determine differences in perceptions of principals based on the SES of the schools' students. Finally, Chapter 5 discusses results related to the literature review, makes recommendations for principals and district leaders, and addresses implications for future research.

CHAPTER 2

REVIEW OF LITERATURE

This chapter reviews the literature related to my study and is divided into six sections. The first section discusses literature regarding the study's theoretical framework. The second section reviews education reform from 1983-2016. Then, education and SES of students and education is examined. Then, the support principals need as instructional leaders to support students' reading progress is explored. I address what other researchers have identified as necessary for students to learn to read because the TNReady standards require students to apply reading strategies to complex text. The section on reading research outlines the progression of reading and the support needed when students struggle to learn to read. In the last section of this literature review, I address the research on beliefs influencing behavior to determine if in the responses of principals from low versus high SES schools differ, and if those differences can be attributed to an asset versus a deficit perspective.

Social Reproduction Theory

Marx's critical theory challenged established knowledge at the time, stating that all knowledge is historical and biased. This theory aimed to look beyond everyday events and uncover the assumptions preventing a full understanding of how the world works (Bronner, 2011; Lather, 1986; Mallette et al., 2000). The perspectives and accounts of everyday events are filtered through beliefs and ideas shaped by everything the person experiences in life. Ideologies, whether conscious or subconscious, are embedded in a dominant group's set of norms that are accepted as behavior for all groups over time to promote a false sense of consciousness (Giroux, 1981). The way people accept, negotiate, and resist these norms reflects their ideologies.

Bordieu's social reproduction theory extended Marx's critical theory by explaining how and why social class or cultural capital is replicated (Bordeiu, 1987). According to this theory, economic (i.e., monetary) is only one form of capital serving to legitimize and reproduce inequity. Capital can be anything establishing dominance over a group of people. Examples are social capital or hereditary capital, referring to a title or degree (Bourdieu, 1986). Apple (2012) found that social reproduction applied to the educational setting as evidenced by the hierarchical, top-down structure and regimented curriculum. Multiple studies found a regimented program with tightly controlled instructional decisions in low SES schools, rather autonomous teachers making those decisions (Anyon, 1980, 1981; Apple, 2012; Bernstein, 2003; Gorski, 2008; English, 2013; Hallinger, 1992).

Winkle-Wagner (2010) explained the four tenets of cultural capital:

- Field—The environment where the interplay of social position takes place (e.g., school). It is where capital is either valued or disregarded.
- Habitus—A person's understanding of the world. This includes thoughts, beliefs, interests, tastes, preferences, and the filters they use to see the world.
- Social Capital—The social connections, honor, and respect one has that creates a form of *capital* in social settings.
- Cultural Capital-Demonstrated skills, tastes, abilities, or norms that become *capital* in certain settings. (pp. 1-15)

Asset Perspective vs Deficit Perspective

As part of cultural capital, both acknowledging and valuing others' knowledge and skills are considered an asset perspective (Fox, 2016). In contrast is the deficit perspective. Massey,

Charles, Lundy, and Fischer (2003) found that education systems often use the deficit perspective to explain poor performance by using "blame the victim rhetoric, in which the academic failure of children is attributed to family and/or child deficits" (p. 5). The deficit perspective has also been disseminated through educational research and in teacher training programs (Trueba 1988; Valencia, 1997; González, 2005). Payne's workshops and book, *A Framework for Understanding Poverty* (2013), became popular with many schools across the nation. However, Payne's work also includes a deficit perspective for explaining underachievement of students in low SES communities (Gorski, 2008).

In working with communities to create positive change, Altschuld, Hung, and Lee (2014) found that the asset perspective (i.e., capacity building) leads to growth and improvement. By identifying the community's cultural capital— resources, social structures, people, and existing programs that are working—helps form the basis for change.

In the educational setting, field, habitus, and the asset perspective are important because they can influence a principal's perception of a student (Fox, 2016). For example, being assertive and talking loudly are behaviors valued by some households where large numbers of family members reside. At school, however, the same behaviors may result in an office referral for discipline. Rather than valuing skills of being assertive and vocally expressing needs or ideas (i.e., indicating an asset perspective), the behavior may be seen as inadequate background knowledge of how to behave in school (i.e., interpreted as a deficit perspective).

The concepts of field, habitus, cultural capital, and social capital are important in graduate programs. For example, in a multi-site case study, McCoy and Winkle-Wagner (2016) found that socializing in a summer institute helped under-represented students both gain access

to and become successful in graduate programs. Rather than focusing on the programs' effectiveness, the study focused on the participants' perspectives as graduate students, thus helping them become more reflexive while valuing the knowledge and skills they brought to the program. One participant originally did not believe she was capable of being a graduate student, but her belief changed as teachers wrote letters of recommendation for her and interacted with her as a graduate student. She clearly described her transformation:

> I remember very specific places, where it was about a sort of, a recasting of who I was according to this person. … I remember my first reaction being like, what? Who is this—who is this—who is this person you're writing about?... Now I have to go walk and talk as this wonderful person or this strong, this competent, the smart person that you cast me as. (p. 196)

Though the study involved graduate-level students, a principal's asset perspective may be just as important for K-12 students because they could impact the way students see themselves as part of the school.

Summary of Social Reproduction Theory

As part of the social reproduction theory, cultural capital may be either valued or ignored in hierarchical systems. One's habitus affects the way others' capital is valued. Acknowledging the capital of others is considered an assets perspective; in contrast, disregarding that capital is a deficit perspective. Behavior reflects a person's beliefs. Within this theoretical framework, acknowledging core beliefs (i.e., reflexivity) is important for principals; failing to recognize their own beliefs or perspective could prevent them from seeking additional information and/or support when students fail to progress in reading achievement.

Education Reform

Education reform has a long history, but reform initiatives have not closed the achievement gap of students in low SES compared to those from high SES schools. Also, reform initiatives have not addressed the needs for staffing, intervention, and curriculum focus—particularly in low SES schools (Cochran-Smith & Zeichner, 2005; Southward, 2010; Zirkel, 2008).

A Nation At Risk

Education Secretary Terrel Bell commissioned an 18--month study to determine education's status in the United States. In the resulting document, *A Nation at Risk*, researchers reported the American educational system was comfortable with mediocrity and could not compete with other countries' educational systems (A Nation at Risk, 1983). Following this report, a federal focus on education continued throughout subsequent presidential appointments. In 2000, President William Clinton's administration enacted Goals 2000.

No Child Left Behind

President George W. Bush's administration unveiled the No Child Left Behind Act of 2001 (NCLB). In response, states, districts, and schools adopted a more focused look at instruction and interventions for students who did not master skills. In an effort to provide more appropriate instruction and effective interventions, the United States government spent $62,423,917 in 2008 on educational reform (U.S. Department of Education, 2008). The No Child Left Behind Act (NCLB) included several criteria that, although important for students, were not funded by the government. A complaint in a 2002 lawsuit that eight states filed against Margaret Spellings, then Secretary of the U.S. Department of Education, claimed Congress had not

provided states and districts with sufficient federal funds to comply fully with NCLB. Lack of funding made compliance difficult because most local school systems struggled to have enough money to effectively implement sufficient programs (Botzakis, 2004; Zirkel, 2008). Title I, the program that provides the largest federal education grant to states and local school districts, was designated to pay for disadvantaged children's educational programs (Lohman, Kaura, & Newman, 2007). If a school system was not compliant with NCLB mandates, Title I funding for schools serving low SES students was compromised; yet the NCLB requirements were still in place. For example, if a school was considered *low performing* under NCLB, parents had the option to send their child to another school in the district at the school system's expense (e.g., transportation provided for the student).

Each year, newspapers reported the need for increased revenue to support education. For some school districts, the added burden of NCLB requirements without the additional federal funding resulted in such initiatives as cutting instructional coach positions so that the mandates were funded. To ensure adequate resources for covering educational initiatives, districts searched for additional funding opportunities (e.g., stimulus dollars). For example, in the 2009-2010 academic year, Knox County, Tennessee, schools funded math coach and reading coaches through Title I; however, the following year, the stimulus funding ended. Dr. James McIntyre, Superintendent of Knox County Schools, commented:

> When you look at a school that has 55 percent of its students receiving free and reduced price lunches, that school had substantial need, and we wanted to continue to provide some level of support, but it's at a significantly more modest level of resources than they had in previous years. (Alpo, 2011)

Race to the Top

Though some have confused NCLB and the Race to the Top (RTTT) initiatives as being the same, there were key differences. Although NCLB was enacted as a *mandate*, RTTT was a grant-funded *incentive* for states. NCLB requirements were conditions for receiving Title I monies; RTTT was enacted as a part of the federal American Recovery and Reinvestment Act of 2009 and was a competitive grant program with the goal of providing monetary incentives for states to reform education. Some feared that states eschewing RTTT grant opportunities might lose federal funding for Title I initiatives; however, as of 2016, that was not the case. The RTTT program included four core education reform areas (U.S. Department of Education, 2009):

- Adopting standards and assessments that prepared students to succeed in college and the workplace and to compete in a global economy;
- Building data systems that measured student growth and success;
- Informing teachers and principals about how they could improve instruction;
- Recruiting, developing, rewarding, and retaining effective teachers and principals, especially where they are needed most; and turning around lowest-achieving schools.

If a state was awarded a RTTT grant, additional monies were provided to supplement federal funding through Title I, thus enabling some of the programs before the RTTT grant to be reinstated. For example, in Knox County, Tennessee, the number of instructional coaches was reduced before the state was awarded a RTTT grant. In 2012, the district reinstated coaches in schools and even added more because of RTTT monies received.

Some felt RTTT was the answer to educational reform. According to Fusarelli and Militello (2012), "The Investment in Innovation (I3) and RTTT funding programs were clear and

present signals of this swift move toward transforming normative practices. Both funding mechanisms had brought turnaround efforts to the forefront" (p. 47).

SES and education

The schools most negatively affected by federal mandates were those with low proficiency levels and academic gaps in subgroups the federal government identified (Kozol, 1991; Krashen, 2011; Landsman, 2014; Lyons, 2004). The schools with greater SES diversity had a greater chance of having an academic gap than those without the SES difference. For example, if a school had fewer than 30 students in a targeted subgroup, the school was not responsible for the achievement gap; in contrast, a school attracting a more diverse student body was accountable for its students' achievement gaps Furthermore, schools with students who frequently moved into and out of the school zone (i.e., the school assigned based on a student's home address) throughout the year, or schools with high student mobility, were responsible for the achievement of students who enrolled in the school, even if they enrolled on the day of the achievement test. This policy created an unfair advantage for high SES schools whose transient population was minimal (Southward, 2010). Because of the added complexities that may have been present in schools serving low SES populations, if a principal assigned to a school was unaware of his beliefs regarding the students' potential, student achievement may have been compromised.

Education and hegemony

According to Finn (1999), parents in low SES communities felt their children were not getting the education they needed to succeed. The parents' belief that students could achieve at high levels differed from the belief of teachers and principals. The parents had an asset

perspective, whereas the teachers and principals had a deficits perspective. Finn found that although a perceived lack of appropriate education angered parents, they felt isolated and dependent on the professional educators to provide their children an appropriate education. This situation illustrates *hegemony*, a complex socio-political dynamic involving a large societal context in which one group of people gain dominance over others without violence but rather through social messages and the creation of acceptability norms (Gramsci & Buttigieg, 1992). Feminist scholars and post-structuralists, such as Lakoff (1975) and Butler (2005), noted examples of hegemony in their writings. Foucault (1977) and Spring (2002) proposed that public schools (along with hospitals and prisons) are societal mechanisms replicating hegemonic structures and, therefore, societal class. Scholars argued that in the United States, social class is replicated in the educational system (Apple, 2013; Finn & Lewis, 2005; Kozol, 1991). Anyon (1980) argued that knowledge and skills needed for social power are available to advantaged social groups but withheld from working classes who are offered a more basic curriculum. As a result, students in high-poverty schools find that breaking the poverty cycle is difficult.

These issues prevalent in low SES schools may be compounded by principals who believe reading below grade level is an expected outcome for the economically disadvantaged. However, principals are instructional leaders responsible for all students' achievement. These principals are responsible for programming, implementing and monitoring intervention to ensure fidelity to school programs. If a principal believes students are incapable of reading on or above grade level, or accepts the low proficiency level as a part of poverty (i.e., demonstrating the deficit perspective), students may not be exposed to the rigorous curriculum needed to reduce the achievement gap, particularly in schools where more than one third of the students need

intensive intervention. Without appropriate instruction, students may remain below grade level in reading ability and may be unprepared for graduation or post-secondary education. The social and economic consequences of not being able to read are profound; students may not obtain a high school diploma, potentially leading to underemployment or unemployment (Diamond, 2000). Many elementary school students had reading difficulties that continued into middle school (Biancarosa & Snow, 2006); however, researchers indicated that intensive intervention with adequate time and intensity could improve students' reading skills, even for students struggling with reading in middle or high school (Archer, Gleason, & Vachon, 2003; Lang et al., 2009; Torgensen et al., 2001).

Some schools demonstrated high student achievement despite high poverty levels. These schools had the same changes as other schools, yet still maintained high achievement (Jacobson et al., 2007; Ramalho, Garza, & Merchant, 2010; Taylor & La Cava, 2011). These researchers found that principals' believing students could and would learn contributed to academic success. Throughout the school year, principals focused on using data to identify support needed when achievement did not occur. Perhaps these principals had an asset perspective, valuing the knowledge students brought to their school experience, thus increasing proficiency.

Standardized assessments

NCLB resulted in many changes to assessments in public schools. What began as an assessment in high school for entrance into higher education later led to assessing all children in public schools throughout the school year to determine grade-level proficiency. In the 1950s, the National Assessment of Educational Progress (NAEP) was the first regular nationwide assessment of children's reading proficiency (Afferbach, 2007). Standardized assessments

provided information regarding how students answered questions. The information was either based on the test standards on the test for a student's grade level or compared to peers in similar grade levels; however, information necessary for change at the school or classroom level was not provided. For that type of information, teachers needed to further examine causes to determine why students did not achieve at a particular level. For example, identifying the instructional practices used for a skill on an assessment could have enabled the teachers to discover what worked for those students and/or what needed to be revisited differently.

Furthermore, assessments that were vetted and deemed reliable could have been used in combination with information regarding instruction before the assessment to make instructional decisions potentially affecting student learning. Having just the assessment results—without neither knowing the instructional method influencing the data, nor considering students' current knowledge—was insufficient to make instructional decisions. For example, a student with a low score could have been seen as a low performer; however, if the instruction did not include what was assessed, such a perspective could have been incorrect. With appropriate instruction, the student might have scored higher.

Common Core to TNReady

The National Governors Association and the Council of Chief State School Officers created the Common Core State Standards in 2009 to establish common, state-level standards in English language arts/literacy and mathematics for K-12 students across the United States. The new standards were designed to ensure all students graduated with the same skills, regardless of the state in which they lived (www.tennessean.com). After originally adopting the standards in 2011, Tennessee delayed implementation and finally withdrew from the Common Core State

Standard Initiative in 2015, citing lack of resources and funds for teachers as well as stakeholders' discontent regarding the assessment. Rather than decreasing rigor for students, the state switched from Common Core State Standards to the new assessment, TNReady, which was aligned with Common Core's standards and rigor (Burgess, 2015). The switch was made to involve Tennessee educators in writing the assessments aligned with the standards, thus alleviating some of the stakeholder discontent.

Summary of education reform

The 21st century was marked by educational reform; however, it was not without issues. Educational gaps remained between students in high versus low SES schools as measured by standardized tests. Tennessee started with Common Core's standards in 2011, but delayed implementation until 2016 because of stakeholder discontent and lack of funding. In 2015, the state adopted TNReady to involve Tennessee educators in creating assessments aligned with the standards taught.

Inequality in Public Education

Schools have not always provided the same education and rigor for all students (Anyon, 1981; Kozol, 1991; Oakes, 1985). For example, poverty should not affect a student's quality of education in the United States, but it often has. In the 1960s, the United States declared a *War on Poverty*, in which many programs were implemented to address some of the issues related to low SES and access to education; however, educational inequities were not resolved. In 1966, the *Coleman Report* brought attention to the academic achievement gaps between middle-class, white students and many minority groups and/or low-income students (Coleman et al., 1966). However, the gaps persisted; in response to these disparities, NCLB shifted the focus in 2001

from having different school assignments based on student ability to reducing achievement gaps by holding students, teachers, districts, and states accountable for student achievement through requiring scientifically proven teaching methods (No Child Left Behind, 2002). Despite federal attention to the gaps, Jank and Owens (2012) found the following:

- Overall, 22% of children who lived in poverty did not graduate high school, compared to 6% of those who had never been poor. This percentage rose to 32% for students spending more than half their childhood in poverty.
- For children who were poor at least a year and who were not proficient readers in third grade, the number not finishing school rose to 26%.
- Even among poor children who were proficient readers in third grade, 11% did not finish high school, compared to 9% of subpar third-grade readers who had never been poor.

In her study on the hidden curriculum, Anyon (1980) identified schools with diverse social classes and examined the vocabulary and other educational opportunities specific to those schools. She found the following:

> School experience differed qualitatively by social class. These differences may not only contribute to the development in the children in each social class of certain types of economically significant relationships and not others but would thereby help to reproduce this system of relations in society. (Anyon, 1980, p. 71)

Vocabulary used in schools with low SES students did not include broad exposure to multiple terms. Furthermore, there was little expectation that students could learn to use more sophisticated language (Anyon, 1980; Sato & Lensmire, 2009; Yeskel, 2008). This lack of

exposure and low expectation could have limited students to a social class (Bourdieu, 1987). Teachers' expectation that students could achieve was evident in both the higher-level vocabulary used during instruction and the scaffolds provided for students to understand (Anyon, 1980; Sato & Lensmire, 2009; Yeskel, 2008).

Delpit (1988) believed part of the reason for educational inequity rested with power issues. When a middle-class teacher taught low SES students, the unwritten rules of power inherent in that educator's experience limited some educational access for those students. For example, if the students perceived a *good* teacher to be extremely strict, yet the teacher did not feel being strict was important in the classroom and tried to employ Socratic thinking to establish classroom rules, this difference in belief regarding what constituted a *good* teacher could have created an environment where students may not have learned as much as they could have otherwise. In fact, the students may have become disenchanted with the learning process, thinking the teacher did not care enough to control the classroom. Bourdieu (1987) called this reaction *social exclusion*, or being cut off from full involvement. He found social exclusion led to not continuing to try to fit in. Sometimes a school staff's philosophy interferes with basic human compassion for high-needs students. When a principal or teacher does not either try to understand the needs of low SES students or acknowledge the cultural capital they bring to school, the education process reverts- to establishing obedience through regimented programs (Landsman, 2014). Delpit (1988) noted the importance of not only creating explicit instruction in both behavior and academic study but also teaching students there is habitus inherent in different social classes, races, and cultural heritages which students and teachers need to be aware of and adjust to so that students have equal access to a high-quality education.

Finn (1999) claimed inequity was a result of educators' "grooming" students for either blue- or white-collar work. Finn's book *Literacy with an Attitude* includes examples of kindergarten teachers in schools with low income students walking through the hallways with the students holding a rope to teach them how to stay in a line. This activity could have devalued the knowledge students already understood about traveling from one place to another. In contrast, kindergarten students in high income schools moved unescorted in the hallways; their teachers assumed they could behave appropriately and expected them to make decisions, even at an early age. Finn asserted that educators need to empower students with choices and higher expectations rather than limiting them to a life of blue-collar work. In the example of students' holding a rope to learn to walk in a line, the teacher could have discussed different places the students travel and how those places impact how they must behave. For example, getting in line for a bus, walking to a pew in a church, and other experiences the students bring to school could have been used to explain a different set of behaviors desired in the *field* of school. Delpit (1988) argued that the assumption students cannot behave without supervision is a white-collar—and probably white male—value that eventually limits rather than unbridles access to education.

In his Nobel Peace Prize acceptance speech, Mohammed Yunus (2006) claimed that poverty is each nation's economic choice: He said,

> The one message that we are trying to promote all the time, that poverty in the world is an artificial creation. It doesn't belong to human civilization, and we can change that, we can make people come out of poverty and have the real state of affairs. So the only thing we have to do is to redesign our institutions and policies, and there will be no people who will be suffering from poverty. So I would hope that this award will make this message

> heard many times, and in a kind of forceful way, so that people start believing that we can create a poverty-free world. (p. 1)

Staffing

Teacher turnover and fewer qualified applicants for job openings are commonly found in low SES schools. Many states, including Tennessee, offer alternative certification to address teacher shortage. With alternative certification, potential teachers can start teaching without a teacher's license and be certified after they receive a certain number of positive evaluation scores and a qualifying score on a Praxis test. In a three-year study funded by the American Education Reform Act, however, researchers found alternatively certified teachers are more likely than college-prepared teachers to be teaching in low SES districts (Cochran-Smith & Zeichner, 2005). In response to that finding, Dunn and Derthick (2007) noted, "The will of Congress is deeply ambiguous, because the law says both that alternative-route teachers satisfy the mandate and that full licensure cannot be waived provisionally" (p. 11). This law does not impact higher SES schools to the extent that it does lower ones as teacher attrition and lack of qualified applicants are less prevalent in high SES schools (Southward, 2010). Having fewer qualified applicants and more teacher turnover may not provide the stability necessary to understand both why the achievement gap between economically disadvantaged and non-economically disadvantaged students exists and how to address the gap.

Teacher characteristics

One of the reasons for inequity in public education is a larger proportion of ineffective or inexperienced teachers placed in schools with a low SES. According to Hanusheck and Haycock (2010), inner-city schools—and especially those serving the most disadvantaged students—have

more teachers with alternative credentials and without regular certification. Core academic classes in high-poverty secondary schools are twice as likely as those in low-poverty schools to be taught by teachers with neither a major nor a certification in the subject they were teaching. The percentage of first-year teachers at high-minority schools is almost twice as high as the percentage of such teachers at low-minority schools. To alleviate this educational inequity, Hanusheck and Haycock (2010) made the following recommendation:

> Policymakers should either seek to limit the number of rookie teachers hired to work in high poverty and high minority schools or ensure that beginning teachers come from programs or institutions with a proven track record of supplying teachers who are much more effective than average. (p. 51)

In *What Teacher Educators Should Know about Poverty and Special Education*, Gaudelli and Manning (2006) suggested accountability testing as the reason high-quality teachers leave low-income schools. Because of testing, the focus is not on the students doing well but on the ones who do not. As a result, very good teachers in schools evaluated as a *D* or an *F* leave in droves, only to be replaced with uncertified, inexperienced, and often marginally qualified teachers.

School and class size

In a study conducted in Kentucky, Lyons (2004) found achievement gaps between minority and non-minority students in elementary and high schools; however, SES' impact on high school equity was indiscernible. Similarly, Petty and Harbough (2013) found no impact on student achievement based on school size for algebra students in a North Carolina high school. Konstantopoulos (2008) found that a small class size benefited high achieving students, but did

not reduce achievement gaps. The gaps remained with the high achieving students making greater gains than the other students. In Lyons's (2004) study, a slight impact was found in middle school in terms of equity between disadvantaged students and their peers on the math subtest of the CTBS-5 (i.e., an accountability test in Kentucky) but with no discernable trend. Instead, school size was the biggest predictor of inequity. For that variable, the researcher found large schools had a more positive impact on advantaged and/or high achieving students and did not reduce the achievement gap. The size—not the poverty—of the school was the reason for the inequity's affecting students differently (Konstantopoulos, 2008).

Students and Resources

Some researchers believe inequities exist, in part, because of diversity of students and resources in high-poverty schools. Southworth (2010) found schools' racial and poverty composition had the strongest effect on student achievement, even when controlling for the students' individual characteristics and other school variables. She found students from low SES backgrounds who attended racially balanced, low-poverty schools had significantly higher achievement than students in any other race/poverty cohort.

Resources within the school, rather than SES, may have a greater impact on achievement. Krashen (2011) found a relationship between achievement scores in English/language arts and students' access to large-collection libraries (i.e., collection of over 500 books) open longer hours. He also found a higher correlation between achievement and access to libraries than between high-quality instruction and the use of sustained silent reading.

Curriculum

The changes made after NCLB restructured the curriculum from constructivist-oriented

to test-centered. In studies that the Washington School Research Center conducted in 669 classrooms, regression analyses showed that constructivist teaching leads to increased student achievement, even beyond the effects of family income. Unfortunately, constructivist teaching, which embraces student knowledge as a basis for instruction, was not found in low SES urban schools because of the focus on a required test-centered curriculum for schools receiving federal funding (Brooks et al., 2007). Thus, the responses following implementation of NCLB and RTTT favoring a more test-centered curriculum had a greater negative impact on students in low SES, urban schools where fewer constructivist classrooms were found. This result reflects a deficit perspective driving decisions for instruction in those schools.

Lower Expectations

Other inequities in educating students of low SES are lower teacher expectations in the regular education setting and referral bias (i.e., disproportionate referrals to special education). Kitano (2003) found impoverished students less likely to be identified as gifted because identification was typically based on standardized achievement test scores, and those tests created inequity in educational access. She also found other ways students could demonstrate giftedness: "A definition of giftedness must address these children's strengths—which may be academic achievement for some and, for others, creativity, problem-solving, or resilience and persistence in the face of adversity—demonstrated via verbal or other modalities" (Kitano, 2003, p. 4). Kitano proposed that when only traditional measures (e.g., standardized tests) are used, opportunity rather than giftedness is measured.

Teacher expectations. Students must feel comfortable in a classroom and believe the teacher thinks they can interact with the text. According to Vygotsky (1978), reading is a

socially interactive process in which students must feel free to generate questions and to discuss ideas freely. However, if students feel the teacher or principal does not believe they can learn, they may not freely interact with the content and their learning can be impeded. In a qualitative study analyzing two pre-service teachers' transcripts and behaviors, Mallette, Readence, Guba, and Lincoln (1994) found participants gave reasons for reading difficulties in a first-grade class based on their own constructions and the socio-historical structure in which they existed. The research of Friedrich and McKinney (2010) supported this finding. One of the teachers in their study noted that the lack of parental support caused the reading difficulty, yet she did not attempt to collaborate with the student's parents. She superimposed her beliefs—including what she considered literacy (i.e., storybook reading)—and values on the child and the family. Multiple literacies were not considered; for example, storybook reading may have not been a type of literacy in the student's home. Thus, her conclusion that the student's reading difficulties resulted from lack of parental support was based on how she defined *parental support* and *literacy*.

Principal expectations. Lumby (2014) examined a leader's influence on equity and learning and found that a leader's belief about students and teachers influenced decisions that may have impacted achievement. Based on his study, Lumby stated, "In particular, they [the leaders] need to consider how to understand and review the culturally constructed beliefs about learners and learning that inhibit progress" (p. 49). To do so, preparation of principals need to include having them question beliefs, for example, about the significance of innate ability and attitudes of learners who they or others may deem different from a norm. Winkle-Wagner (2010) cautioned those in positions of power, including principals, not to make decisions based on

"tastes" that will promote social selection. When a principal has a deficit perspective and does not value the knowledge and skills some students bring to school while valuing other students with skills and knowledge that principal deems valuable, that perspective can lead to inequality in educational opportunities.

Addressing low expectations

Attempting to address lowered expectations for students in impoverished communities, Keino and Smith (2008) recommended the following:

- Listen more (i.e., get to know a family living in poverty intimately);
- Let the voices of the poor ring louder (i.e., include the voices of the poor in policymaking for education);
- Use unconventional assets (i.e., ask what is deemed valuable in the community); and
- Identify constraints keeping children from learning (i.e., volunteer to mentor a child at risk).

Limited Background Knowledge

Landsman (2014) proposed that students from low-income areas are described in terms of what they do not have or what they do not know. This description reflects a deficit perspective. In researching teacher-preparation programs, Kelly (2002) found that only 5 out of 48 college students in the study could describe what *equity in education* meant in a classroom setting. One of the reasons students from low SES backgrounds struggle with content in school is limited background knowledge, or limited exposure to and understanding of subject-specific words and other vocabulary used in educational settings (Beck, McKeown, & Kucan, 2002; Bernstein, 2003; Bronzo, 2013; Corley, 2003; Finn, 1999; Johnson, Finn, & Lewis, 2005; Kozol, 1991;

Vacca & Vacca, 1993). According to Vacca and Vacca (1993), the reader's prior knowledge is the most important variable learning from reading text. This important variable is related to my study.

High Poverty, High Achievement

In a study on closing the minority achievement gap in math, Holloway (2004) found that equity was improved when students from high-poverty areas were exposed to a rigorous curriculum, expectations were high, teachers understood what students needed to learn, and teachers challenged students and provided adequate support. In fact, in some of the studies Holloway cited, more than 50 percent of the students met or exceeded the standards. Adler and Fisher (2001) and Tilley (2011) found the same level of success in high-poverty elementary schools. Despite the challenges of serving students classified as living in poverty, the staff believed students could achieve; as a result, students scored high on standardized tests. Having an asset perspective, these teachers provided appropriate support for students to achieve at high levels.

Some of the factors negatively impacting student achievement in high SES schools are limited access to adequate resources, a regimented and mandated reading program not addressing students' literacy needs, large class size, unprepared or untrained teachers, low expectations, and a belief that students in high-poverty communities cannot achieve at least grade-level reading proficiency.

Principal Support

In a qualitative study, Bloom (1999) discussed a principal's difficult and lonely job by quoting a principal, "At times it's like I'm maneuvering in a minefield. Things blow up and I

crawl out of the hole" (p. 14). Another principal in Bloom's study described his year as being marked by isolation. Although change has been constant in education, retooling outdated practices sometimes falls far down the list of district priorities (Kearney, 2005); as a result, support for the principal implementing change at the building level may be inconsistent. Gallegos (1999) found one of the skills that distinguished successful leaders during change is being able to juggle and prioritize responsibilities so that consistent attention remains on the actions with the greatest impact on student achievement.

Support during change

Many studies have been conducted on implementing change within schools (Brighton, 2003; Brown & Anfara, 2003; Colantonio, 2005; Gerla, Gilliam & Wright, 2006; Sato & Atkin, 2007; Smith-Maddox, 1999; Stein & Nelson, 2003). These studies focused on what the leader needed to do to ensure change was implemented, specifically how they could have supported teachers during implementation. Woolfolk (2001) posited that effective administrators must have a "clear and deep understanding of teaching, learning, students, motivation, and assessment" (p. 1). Few studies focused on what the principal perceived as necessary support during change. Most research on supporting principals focused on principals new to their position.

The support principals receive during change could impact achievement in a school by affecting a principal's efficacy to implement the change. Urick & Bowers (2011) found the district's support of principals impacted student achievement by contributing to the school climate. In their study, *support* was defined as evaluation by district leaders, who provided feedback consistent with the principals' perceptions of the school.

Though principals are expected to raise student achievement in their school, they do not always receive support to help make the necessary daily decisions. In a Washington State survey regarding implementation of a new teacher-evaluation system, principals were frustrated with not receiving support for raising student achievement (Derrington, 2011). Their frustration showed the need to ensure that principals, whether veteran or novice, received support when change was being implemented.

Support and SES

Finnigan and Stewart (2009) conducted a two-year qualitative case study involving 331 interviews with teachers, administrators, and external partners to determine the leadership responsibilities necessary for increasing student achievement in low-performing schools. The leadership responsibilities identified as important in the study included being visible, ensuring adequate resources, listening to teacher input during the change implementation, communicating information in a timely manner, continuing to provide intellectual stimulation during the change, maintaining focus, deepening relationships, being flexible, and maintaining a positive school culture. These same responsibilities were identified as important in previous studies focusing on either elementary or middle schools Brighton, 2003; Colantonio, 2005; Sarason 1971, 1990). In these studies, the only difference between the two levels was that knowledge and involvement in curriculum was emphasized more in the elementary than in the middle schools.

Summary of principal support

Principals need support, especially in times of change in the school. According to Abbott (1998), an effective school is one where continuous improvement, as part of the school's culture, becomes "the guiding force that keeps the school on target in an uncompromising quest for

quality at every corner of the campus" (p. 25). Studies have focused on the leadership qualities important during change, but few have focused on the support principals need. (Instead, the research on principal support has focused on new to the job principals.) In research on low SES schools during change, studies have examined what principals must do to support teachers. My study addresses TNReady, with literacy standards requiring students to apply foundational reading skills to complex text.

Effective Reading Instruction in Third through Eighth Grades

Understanding the curriculum and assessment is important during change, components of an effective reading program are included in this section. Reading is an interaction between the reader and the text. For middle schools, reading in content areas (e.g., math) involves helping students make connections between what they already know and new information in the text. Billmeyer and Barton (1998) suggested three elements required for readers to comprehend material: the reader, the text's features, and the environment.

Understanding effective reading instruction and the foundational skills for learning to read is important for a principal as the school's instructional leader. The TNReady standards require students to apply reading skills to complex text. Knowing the skills that help students master reading help guide decisions regarding intervention and support when students struggle. Without knowing those skills, a principal may attribute students' struggles to something other than a foundational skill needing to be addressed through intervention and support.

Describing an effective literacy model is not easy. The education field has been saturated with for-profit business (e.g., Reading Plus, Common Core Math, Language Live! etc.); however, completing a program or demonstrating proficiency on an assessment does not mean students are

learning to read. As Botzakis (2004) stated, "This is not merely prescriptive education where you can put forth a formula to explain everything; critical education should be based on the particular context of the students and teacher and should develop out of their own thinking" (p. 11). Fecho and Botzkis (2007) described the framework upon which the literacy model should be built as "teaching in literacy classrooms through sustained and substantive dialogue" (p. 549). They also suggested practices that should be regularly used:

- raising questions and authoring responses by and among all participants;
- embracing the importance of context and the non-neutrality of language;
- encouraging multiple perspectives;
- flattening of or disturbance within existing hierarchies; and
- agreeing that learning is under construction and evolving rather than being reified and static. (Fecho & Botzkis, 2007, p. 550)

Learning to read, reading to learn

Teachers in secondary education expect students to enter high school with the foundations of reading, often called *learning to read* in elementary schools; however, struggling readers at the secondary level lack fundamental reading skills (Moore, Alvermann, & Hinchman, 2000; Pressley, 2002; Tovani, 2000). For example, many students have not developed the skill to read silently, a skill that should have been mastered in middle school. When studying middle school students, Gilliam, Dykes, Gerla, and Wright (2011) found almost 50% of the struggling readers sub-vocalized when asked to read silently.

Tovani (2000) used the research of Pearson, Keene, Zimmermann, and Rumelhart to identify effective strategies good readers employ:

- They use existing knowledge to make sense of new information.
- They ask questions about the text before, during, and after reading.
- They draw inferences from the text.
- They monitor their comprehension.
- They use fix-up strategies when meaning broke down.
- They determine what was important.
- They synthesize information to create new thinking.
- They create sensory images.
- They use cueing systems (all needed simultaneously; deep structures rarely explicitly taught in middle and secondary schools):
    - Sentence structure—graphophonic cues, lexical cues, syntactic cues
    - Deep structures—semantic cues, schematic cues, pragmatic cues. (pp. 17-18)

Merely *using* the strategies to teach reading to students is not enough. Teachers must help students automatically and subconsciously use the strategies on their own while reading so they do not rely on an adult when reading text (Pressley, 2002; Zwiers, 2011). Students use strategies on their own when teachers provide ample opportunities to practice targeted strategies in authentic situations (i.e., real-world reading) and when they pay close attention to students' behaviors when the strategies are applied.

Word study

Morphology, the study of words, is an important piece of an effective literacy model for middle school students, particularly those struggling with reading. In *Implementing Morphological Word Study in the Intermediate Classroom*, Sygles (2011) noted, "Researchers

commonly agree that the more students handle roots, bases, and affixes, the higher their reading achievement" (p. 65). Word study, however, does not need to be practiced only in low- level, inflexible, homogeneous groups. Research has shown such grouping does not promote students' reaching their maximum potential (Stanovich, 1986). Though morphology is essential for an effective literacy model, skills in isolation are extremely difficult for students to comprehend (Duffy, 2003; Pressley, 2002).

Vocabulary

According to Beck et al. (2002), teachers must be aware of three tiers of words when planning for instruction:

- Tier 1, which students use every day in casual conversation;
- Tier 2, which students are less likely to use and know the meaning of because the words are associated with mature language; and
- Tier 3, content-specific vocabulary (e.g., *beaker* in a science class).

Rather than limiting the rigorous vocabulary used with students, effective instruction includes scaffolds to support students in comprehending the vernacular used during content instruction. For example, by using more rigorous vocabulary followed by the definition during instruction, teachers expose students to a richer, more complex lexicon while supporting their understanding of the material. Over time, providing the meaning with the word is no longer necessary as students understand the word without support (Pressley, 2002).

Because reading is such a complex process, students must have interesting and engaging material to read (e.g., something students want to read); but effective reading from multiple genres should also be modeled for students throughout the school year. After conducting a study

on motivation's impact on middle school students' persistence with a reading task, Fulmer and Frijters (2011) suggested higher personal interest in the text might be a *buffer* for lack of motivation, especially when the challenge level is high. They found that students persisted in reading content they were interested in, even when they started to struggle with the text.

Content-area literacy

When teachers use textbooks as the primary reference in a classroom, opportunities for learning are limited. According to Harvey and Goudvis (2007), students need to learn how to read and extract information from textbooks, which are historically dense with material that may be outdated and which do not consistently engage young learners. Some instructional strategies can assist students in comprehending textbooks' content. Research-based strategies presented in small group instruction, though not common, works well with middle school students. In a study of 8th grade students scoring below the 25th percentile on a group-administered reading test, Burns, Hodgson, Parker, and Fremont (2011) found that both previewing the text before reading and teaching key words before reading in a small group resulted in statistically significant improvement in student comprehension. In their study, two small groups used different strategies during small group instruction, and the results were compared to reading without previewing the text. For the first group of students, the teacher previewed the passage's structure (e.g., chronological order, cause and effect) to determine the impact on comprehension. For the second group, the teacher identified the keywords essential to comprehending the text and explicitly taught them in the context of the passage. Both strategies resulted in a moderate to large effect (previewing, d=.74; keyword, d=1.04), meaning they were move effective than reading without previewing the text.

Rather than relying on textbooks as the sole content resource, teachers using an effective literacy instruction embrace the critical literacy model. Reidel and Draper (2011) identified instructional strategies associated with this effective model:

> Reading supplemental or multiple texts as a way to investigate the subjectivity of an author, reading from a resistant perspective as way to recognize that no text was ever *true* in the absolute sense, creating counter texts as a way to incorporate marginalized voices and perspectives, engaging in dialogue about texts as a way to learn to listen to others' voices, providing students with opportunities to research topics of personal interest, and taking social action., (p. 125)

To present these strategies, teachers must use multiple resources, thus providing students a more comprehensive learning experience.

Summary of effective reading instruction

A principal who does not understand foundational skills and strategies for reading is more likely to attribute students' struggles to something other than a skill that could be addressed through intervention and support. An effective literacy model includes many components such as word study, reading comprehension, vocabulary, assessment, and intervention. In middle school, a struggling reader must be interested in the text. Using effective literacy instruction in the content areas is important in middle school because the text is more difficult to read.

Beliefs' Influence on Behavior

According to Banks (1993), "All knowledge reflects the values and interests of its creators" (p. 4). Scheurich and Young (1997) found that ignoring the possible differences between beliefs of educators and those of their students is a form of racism, although

subconscious. McCarthey (1998) suggested that "students' race, class, and gender influence what they bring to classroom settings" (p. 157). When teachers look past their own beliefs about the world and value the cultural capital students bring as an instructional starting point, they open the door for their students to have a better understanding of the world. Goodwin (1997) described this approach as "conceptual and emotional disequilibrium [which] can engender thoughtful reflection and questioning [and force them] to re-examine what they thought they knew" (p. 18).

In a year-long qualitative study involving principals in urban public schools, Flessa (2009) found that many principals attributed low student achievement to the students' race and SES, thus demonstrating a deficit perspective. During interviews, the principals described their environment negatively, using such words as *ugly*, *violent*, *poor*, and *addicted*. When asked about low student achievement, the participants explained that it resulted from students' serious personal problems outside of school and did not mention the quality of instruction during school as potentially causing underachievement.

Biafora and Ansalone (2008) found that principals in schools serving low SES populations implemented tracking practices (i.e., grouping students by academic level). More than 700 research studies warned that tracking limited disadvantaged students' educational achievement (Venzant, 2004). The 272 principals in Biafora and Ansalone's study stated they knew the research on tracking and claimed to disagree with the practice, yet their answers to survey questions indicated tracking was practiced at their school for various reasons. The tendency to behave differently from what one says one believes is what Argyris calls espoused theory versus *theory-in-action* (Argyris, 1993; Smith, 2001). An individual's core belief

influences behavior more than what the person says or wants to believe. In problem-solving situations, the behavior of people is consistent with their core beliefs, which are often different from their espoused beliefs (O'Hare, 1987). Middle-class principals may believe racism, classism, and other forms of subjective violence have nothing to do with them, as principals, because they do not feel they are prejudiced or entitled (Sleeter, 1995). However, not acknowledging one's capital can result in social reproduction (Bourdieu, 1986). For example, if a white, middle-class principal with a doctoral degree believes he does not hold power over others and does not have any beliefs that reflect racism, he is susceptible to reinforcing hegemony. If he believes that students' difficulty with reading achievement is a logical consequence of low SES, he might not seek the reading skills' support needed for students to increase reading achievement. Furthermore, he might not recognize how that construct (his belief about struggling readers) is embedded in an ideology preventing low SES students from achieving at high levels (Lawrence, 1997).

Conclusion of Chapter 2

Reform is not new to education. An imperative for reform included A Nation at Risk (1983). Nevertheless, challenges with low SES students have made it difficult to implement reform to achieve optimal academic growth because learning to read is difficult. Furthermore, the shift from *learning to read* to *reading to learn* in middle school can be further complicated by such factors as limited access to quality material and accomplished teachers as well as a school where stakeholders' diverse backgrounds need to be honored. When a principal—who is one of the instructional leaders making pivotal decisions about intervention and support—does not recognize his inherent prejudice through which his beliefs about the world are filtered (i.e.,

reflexivity), student learning can be affected. For example, students may not receive adequate support if the principal has a deficit perspective by either not valuing the their cultural capital or not believing the students are capable of more than their current level of instruction.

Organization of the Study

In the first chapter, I provided an introduction to the study including the research problem, significance, research questions, and terminology. Chapter 2 included the review of literature on SES of students and education, principals as instructional leaders and support needed for principals, what students need to learn to read, and beliefs influencing behavior, including the theoretical framework guiding the study. Chapter 3 outlines the study's research design, identifies limitations and delimitations, and explains the rationale, type, and procedures for the study. Chapter 4 includes results of a t-test analysis of the survey responses to determine differences in perceptions of principals in schools based on SES of the school. The final chapter, Chapter 5, includes discussion of the results related to the literature review, recommendations for principals and district leaders, and addresses implications for future research.

CHAPTER 3

METHODOLOGY

In this chapter, I explain the research design and methodology, including the following: research questions (RQs) and hypotheses, research design, population and sample, data collection and analysis, role of researcher, limitations and delimitations. A visual model of the research design and the survey questions associated with each research question are provided in Figure 1.

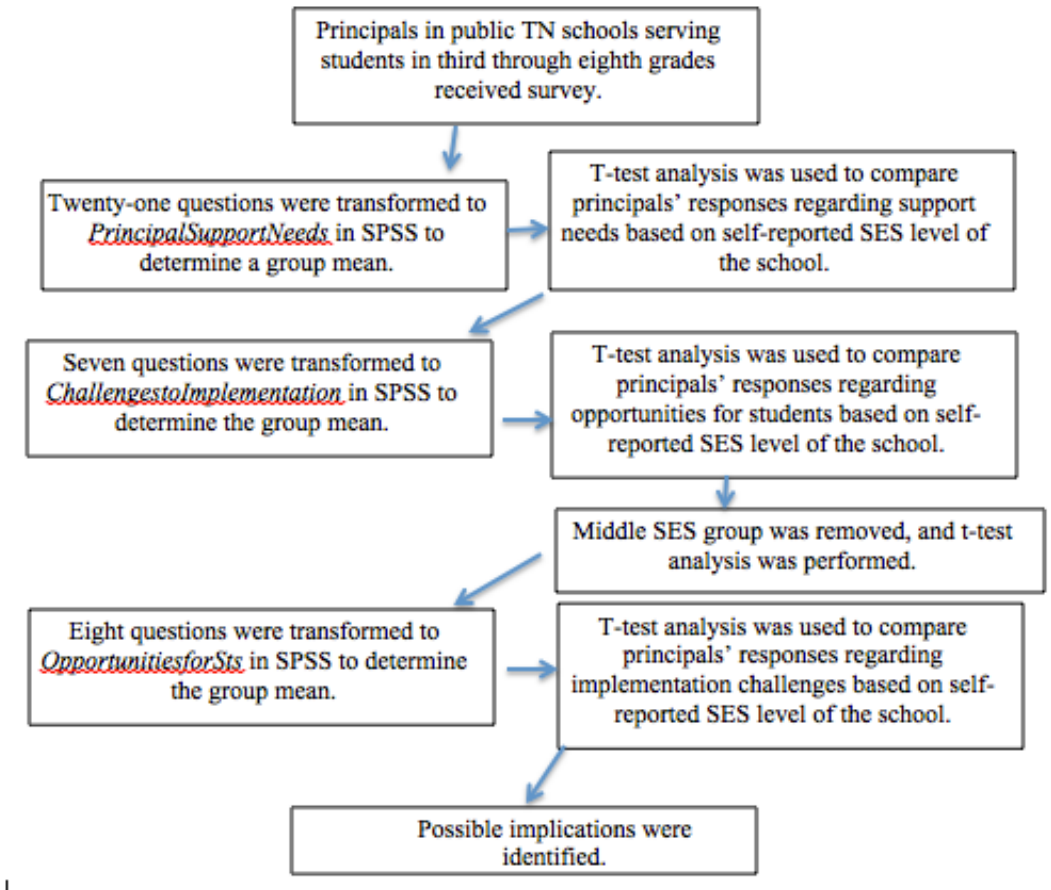

Figure 1: Visual model for research design

Research Questions and Hypotheses

A principal, as a school's instructional leader, makes many decisions daily when supporting students in reading development. Monitoring the fidelity of implementation for the state standards and ensuring intervention for students not progressing are among a principal's responsibilities. If a principal believes that a student's reading level is a natural consequence of a low SES or that a student is incapable of reading on grade level, the decision to both start and monitor intervention may be compromised. To explore how principals in Tennessee public schools serving students in the third through eighth grades respond to questions regarding the TNReady assessment, I posed the following research questions (RQs) and hypotheses (Hs):

RQ1. When comparing high and low SES schools, are there statistically significant differences in principals' responses regarding needs for support to successfully implement TNReady?

H_1. When comparing high and low SES schools, there are no statistically significant differences in principals' responses regarding needs for support to successfully implement TNReady.

RQ2. When comparing high and low SES schools, are there statistically significant differences in principals' responses regarding challenges to implementing the TNReady standards?

H_2. When comparing high and low SES schools, there are no statistically significant differences in principals' responses regarding challenges to implementing the TNReady standards.

RQ3. When comparing high and low SES schools, are there statistically significant differences in principals' responses regarding believing the TNReady standards will lead to improved student learning and preparation for post-secondary education and/or the workforce?

H_3. When comparing comparing high and low SES schools, there are no statistically significant differences in principals' responses regarding believing the TNReady standards will lead to improved student learning and preparation for post-secondary education and/or the workforce.

Research Design

For this study, I used a survey to gather statistical data regarding the beliefs of principals across the state while quantifying responses for analysis (Creswell, 2009). Achieve, Education First, and the U.S. Education Delivery Institute created the survey, designed to better understand implementation of Common Core's standards across different states (http://www.achieve.org/files/GuidanceforsurveysFINAL6-25-12-TOSHAREv2.pdf). The developers intended the survey to be used as a feedback loop; however, Tennessee did not implement Common Core. For that reason, I changed wording in the survey questions from *Common Core* to *TNReady*. I emailed both the National Association of Elementary School Principals (NAESP) and achieve.org on April 22, 2016, to obtain permission to use this instrument after changing those terms. In addition, I called Nick Rodriguez, a member of the survey design team, and left a voice message. My email communications with Nick Rodriguez and Sandy Boyd (both are members of the survey design team) are provided in Appendix IV and Appendix V, respectively.

I sent the survey in Qualtrics to the head principal of all the public schools in Tennessee serving third through eighth grades. The Qualtrics program allowed the survey to jump to subsequent questions based on responses to earlier questions; for example, if a principal responded that it was his first year as a principal, the survey jumped to the questions regarding TNReady standards' potential for student learning because the students in that principal's school had not taken the TNReady assessment at the time this survey was administered. This is because the survey was sent prior to the first TNReady assessment being administered in schools. A copy of the original survey and the revised survey are provided in Appendix 1 and Appendix II, respectively.

The survey measured principals' beliefs regarding preparation for the TNReady assessment, a revised part of TCAP. The survey questions assessed participants' awareness and support of TNReady shifts including the following:

- understanding of the shifts;
- access and satisfaction with resources to support the shifts;
- communication about the shifts with schools and communities;
- challenges to implementing the shifts; and
- changes in school behaviors and classroom practices as a result of implementation.

During the analysis of responses, I examined whether significant differences existed between principals serving populations of low and high SES populations. Questions regarding reduced priced and free lunch were used as a proxy to estimate SES level of the school.

Population and Sample

This study's population included principals in public Tennessee schools serving third- through eighth-grade students. I chose these levels because Tennessee students in those grades take the TNReady assessment. Only public schools were included in the study because private schools are not required to take the same assessment. The survey was emailed to principals using the state's distribution list for principals; the list of public schools in Tennessee was found on the Tennessee Department of Education website. Of the 1,360 surveys sent, 192 were completed. For confidentiality, each school's SES was collected as self-reported data in the survey thus, eliminating the need to identify each participant's' school. Confidentiality was promised and was maintained by using self-reported data without a school's or a principal's name in the electronic survey created in Qualtrics.

Validity and Reliability

Validity refers to the process of ensuring a survey accurately measures what it is intended to measure. Huck (2008) explained v*alidity* in experimental design in the following way:

> Normally, an instrument's standing with respect to content validity is determined simply by having experts carefully compare the content of the test against a syllabus or outline that specifies the instrument's claimed domain. Subjective opinion from such experts establishes—or doesn't establish—the content validity of the instrument. (p. 89)

Reliability testing ensures that the instrument used in a survey produces the same results across repeated measures either within the same population or with a similar population (Moskal & Leydens, 2002). National policy experts, who authored the Common Core State Standards, and educators tested the original survey before releasing it at a conference in 2012

(www.achieve.org/files/GuidanceforsurveysFINAL6-25-12TOSHAREv2.pdf). For this study, the survey included an additional comment section so that participants could clarify responses.

Exploratory research is the initial research into a researcher's belief or idea, but seeks to understand more. It is often the groundwork for further research (Huck, 2008). For example, companies often use exploratory surveys to better understand how patrons like a product and, thus, to perhaps improve it. Because data collection is exploratory, the validity is not in the instrument, but in the responses. Huck (2009) addressed the common misconception about reliability and validity:

> Regardless of how carefully a test has been developed, the test's collection of questions does not have *any* level of reliability of validity…. Change the nature of the examinee group and it's not only possible, but likely, that quantitative assessments of reliability and validity will change. For this reason, it is imperative that reliability and validity be viewed as residing in the scores that become available after the test is administered, not in the test itself. The test scores should be our focus when we think about reliability and validity, for such scores obviously represent the interaction of test questions with test takers. (pp. 67-68)

To address external validity, I sent the survey to all Tennessee principals of schools serving grades three through eight to avoid selection. To ensure testing history would not impact internal validity, I did not conduct the research when the Common Core assessment was suspended in 2016. Instead, the data was collected during the spring of 2017, eliminating threats to internal validity by selection (e.g., principals leaving a position during the research) or maturation and experimental mortality.

Data Collection and Analysis

After I worked with The University of Tennessee's Office of Information Technology, the survey was converted to an online platform using Qualtrics. I obtained the email listserv for Tennessee principals (see Appendix III) from The Tennessee Department of Education. Principals on the listserv were sent the survey, including a brief statement about the study and the required disclaimer regarding voluntary participation (see Appendix 11).

I analyzed the data using a t-test, which was developed to determine population variance in an unbiased way. Gravetter and Wallnau (2011) defined a t-test as

> A procedure used to test hypotheses about an unknown population mean, m, when the value of s [standard deviation, or how spread out the numbers are] is unknown. The formula for the t statistic uses the estimated standard error in the denominator. (p 253)

The mean for a distribution is the sum of scores divided by the total number of responses received. Because all the principals were provided the same questions and were all in Tennessee public schools serving the same grade levels, the t test was appropriate to determine any statistical differences in the responses, comparing high and low SES schools. The two independent samples in the t-test were the responses from principals of low SES schools and from principals of high SES schools.

The responses based on years of experience and background were analyzed to determine frequencies for the number of years the principals reported being head principal at the school they were currently assigned when the survey was completed. In addition, responses were analyzed to determine the frequency of number of years as head principal. Responses were coded in SPSS (a program provided to all University of Tennessee students) based on each school's

reported SES level. Surveys indicating the school was at a level of >50% free and reduced priced lunch were coded with a 1 for the t-test; surveys indicating the school was at a level of <50% free and reduced priced lunch were coded with a 2. All analysis was performed using SPSS.

For the RQ1, I recoded the questions regarding principals' support needs in SPSS by using the "Compute Variable" option and labeling the variable *PrincipalSupportNeeds*. Then, I added the questions in the parenthesis after mean (23, 24, 33, 34, 35, 36, 37, 38, 39, 40, 42, 43, 44, 45, 46, 47, 48, 49, 50, 51, 52, 56) to generate a combined mean for the questions. A t-test compared Group 1 with Group 2 for the *PrincipalSupportNeeds* questions to determine any statistically significant differences. The same process was used for all three questions.

For RQ2, I recoded the questions regarding challenges to implementing the TNReady standards and assessment in SPSS by using the "Compute Variable" option in SPSS and labeling the variable *ChallengestoImplementation*. Then I added the questions in the parentheses after mean (18, 20, 21, 22, 23, 41, 53) to generate a combined mean for the questions. A t-test compared Group 1 with Group 2 for the *ChallengestoImplementation* questions to determine any statistically significant differences.

For RQ3, I recoded the questions about post-secondary and workforce opportunities for students by using the "Compute Variable" option in SPSS and labeling the variable *OpportunitiesforSts*. Then I added the questions in the parentheses after mean (8, 9, 11, 12, 14, 16, 54, 55) to generate a combined mean for the questions. To determine any statistically significant differences, I used a t-test comparing Group 1 with Group 2 for the *OpportunitiesforSts* questions.

Table 1 shows the research questions correlated with the survey questions. Levene's Test for Equality of Variances was performed to determine if the variances of the populations from which samples were drawn were equal (Huck, 2008). Because the questions were combined for a group mean and not independent of each other (i.e., they were answers for the research question used to create the group mean), an *a priori* level of significance using a Bonferroni adjustment in the alpha value to a significance of $\alpha = .05$ was applied to limit the possibility of a Type 1 error. Such a Type 1 error occurs when a research study incorrectly fails to reject the null hypothesis ("false positive"), possibly leading to identifying an effect or statistically significant difference that is not there (Hinkle, Wiersma, & Jurs, 2003). By applying a more rigorous standard (.05), a Type 1 error is less likely to occur when data are analyzed.

Table 1: Survey Questions

Focus Area	**Questions from Survey**
Principal Support Needs in Implementing TNReady	23, 24, 33, 34, 35, 36, 37, 38, 39, 40, 42, 43, 44, 45, 46, 47, 48, 49, 50, 51, 52, and 56
Challenges to Implementing TNReady Standards	18, 20, 21, 22, 23, 41, and 53
Students' Opportunities (Post-secondary Education and Workforce)	8, 9, 11, 12, 14, 16, 54, 55
Years of Experience and Background	4, 5
Asset versus Deficit Perspective	10, 12, 16, 18, 20, 21, 26, 29, 41, 42, 47, 48, 50, 54, 59, 60, 61

After the data were analyzed, implications for an asset versus a deficit perspective were identified. The questions most aligned with the principals' perspectives of student cultural capital were 10, 12, 16, 18, 20, 21, 26, 29, 41, 42, 47, 48, 50, 54, 59, 60, 61. These questions

focused on differentiation based on the students' needs (i.e., the knowledge they brought vs. what they needed) versus the standards' being all that was needed to prepare students for the TNReady.

Role of Researcher and Assumptions

According to Merriam (1998), "The researcher is the primary instrument for the gathering and analyzing of data and, as such, can respond to the situation by maximizing opportunities for collecting and producing meaningful information" (p. 20). The bias I brought to this study was a belief that hegemony was present in all social systems, including schools. To limit my personal beliefs' influence on this study, I used a quantitative approach. The existing survey designed to gather information about Common Core implementation was used; however, the wording was changed to reflect TNReady rather than Common Core and the math section was eliminated. A Bonferroni adjustment was applied because of the multiple statistical tests.

Limitations of the Study

Schools were identified as low and high SES schools rather than by students. This method of identification was a limitation because not all students were in the same SES (and corresponding social class) as the school as a whole; thus, the level of support to master the new standards may have varied. To address this limitation, I focused on the support provided to the school rather than individual students or grade levels.

Another limitation was that different types of support were provided in each school, based on district and/or federal initiatives. For example, schools with low SES received Title 1 federal funding to ensure that supplemental professional development and initiatives were in place to help close the achievement gap; however, each school's allocation varied. Such

variation could have resulted in the schools having varying levels of support through professional development and other initiatives. This limitation was addressed by asking what types of support were available at each school.

My middle-class background was another potential limitation because all information was filtered through that lens, regardless of the methods used to ensure objectivity. All quantitative research involving humans includes limitations not only because humans are influenced by emotions but also because ruling out or controlling all variables is difficult. For example, because the data was self-reported, an answer to a survey question today may differ from an answer given at a different time based on what was happening in the school when the survey was completed.

Finally, other limitations were the principals' varying backgrounds and years of experience, factors which may have influenced how participants responded to the survey. Principals with more experience could have had different beliefs about implementing new standards if they had been through previous standard changes. On the other hand, newer principals could have been either overwhelmed with more change or more receptive to change because they had not been a principal during a previous change in standards. The research could not control for that variance in backgrounds and experience other than by including a question determining any differences in those factors. The analysis of this question will be discussed in Chapter 4.

Delimitations of the Study

I narrowed the study's focus to public schools in Tennessee, thus delimiting generalizable participants. This narrowing allowed me to focus on schools where students took the TCAP.

Also, by narrowing the study to Tennessee, I delimited possible regional influences on principals' beliefs.

I also delimited this study by not focusing on other influences contributing to social class outside the schools. The greater political system in which principals worked may have created or influenced their beliefs and, therefore, may have influenced their answers. Furthermore, the standardized achievement test's syntax, rather than the principal's belief system, may have had more influence on student achievement.

My inherent bias led to a theoretical framework (i.e., social and cultural reproduction theory), which may have delimited the study. At the beginning, my belief that hegemony is present in social structures may have influenced limitations. This belief may have led to incorrectly attributing principals' beliefs to the students' proficiency level when the correlation was inaccurate. This bias may have also blinded me to other factors contributing to the students' proficiency level.

The principals contacted for the study were delimited to those in schools serving third through eighth grades. Tennessee schools serving pre-kindergarten through second grade did not participate in the 2015 TCAP because the test from that program started at third grade. Schools that only served students in either ninth through twelfth grades or pre-kindergarten through second grade were not used because this study was designed to include principals of schools with students who took the standardized assessment (i.e., TNReady and TCAP) at the end of the school year.

Ethical Practices

To minimize the risk of harm to participants, the ethical practices followed during this study are discussed below.

Institution Research Board

The University of Tennessee requires researchers to gain approval from the Institutional Review Board (IRB) before conducting research using human participants. The review process requires all researchers to comply with such regulations as informed consent, identification of any potential risks to participants, and confidentiality for the study's participants. After taking several courses to ensure I understood the legal requirements for research with human subjects and the compliance guidelines, I applied for and received IRB approval. More information about The University of Tennessee, Knoxville's Office of Institutional Research and Assessment can be found at https://oira.utk.edu/.

Confidentiality

The surveys were sent to principals and returned to me by email, thus eliminating the need for me to identify the school from which a response was sent. In a disclaimer, subjects were promised confidentiality, which was maintained by using self-reported data with no school or principal names used in an electronic survey created in Qualtrics. To further confidentiality, the schools' SES and 2015 TCAP reading proficiency scores were collected as self-reported data from the principals.

Chapter Summary

In this study, I used a quantitative approach to further explore the differences in beliefs of principals in high versus low SES schools. The research questions and hypotheses were based

on social and cultural reproduction theory's tenets. A t-test was used to determine mean differences in the principals' responses regarding support a principal needed for implementation, challenges to implementing the new TNReady standards, and opportunities for students to learn about and enter post-secondary education and/or the workforce. Because the same data set was used for three different t-tests, I applied a Bonferroni adjustment to limit the possibility of a Type 1 error.

Organization of the Study

In the first chapter, I provided an introduction to the study including the research problem, significance, research questions, and terminology. Chapter 2 included the review of literature on SES of students and education, principals as instructional leaders and support needed for principals, what students need to learn to read, and beliefs influencing behavior, including the theoretical framework guiding the study. Chapter 3 outlined the study's research design, identifies limitations and delimitations, and explains the rationale and procedures for the study. Chapter 4 includes results of a t-test analysis of the survey responses to determine differences in perceptions of principals in high versus low SES schools. The final chapter, Chapter 5, includes discussion of the results related to the literature review, recommendations for principals and district leaders, and addresses implications for future research.

CHAPTER 4

ANALYSIS AND RESULTS

In this exploratory study, differences between principals' responses regarding implementing the TNReady standards and assessment in schools serving high versus low SES populations were compared. In this chapter, the differences are explained from an asset or a deficit perspective to determine any correlations. Data collected for analysis answered three research questions:

- RQ1: When comparing high and low SES schools, were there statistically significant differences in principals' responses regarding needs for support to successfully implement TNReady?
- RQ2: When comparing high and low SES schools, were there statistically significant differences in principals' responses regarding challenges to implementing the TNReady standards?
- RQ3: When comparing high and low SES schools, were there statistically significant differences in principals' responses regarding believing the TNReady standards would lead to improved student learning and preparation for post-secondary education and/or the workforce?

This chapter contains two sections. The first section reviews the response rates and the reported demographic information. The second section reviews the responses to the three research questions.

Response Rates and Self-Reported Demographics

A total of 1,360 surveys were emailed through the Qualtrics program. Of the 1360 emails sent, 101 were undeliverable. Of the 1,259 emails received, 377 surveys were started and 192 were completed. Only completed surveys were used in the data analysis. The overall completion rate was 15%. The response rate for principals could be low because it involves the TNReady assessment, a state mandated assessment. Principals may hesitant to speak candidly about what their employer (the state) mandates. Also, since I have been a principal, I have received three to four requests to participate in studies each week. I try to complete as many as I can knowing the important as a doctoral student; however, I have several peers that have told me they automatically delete the requests because of the volume they receive each week.

Among the participants, 28 reported they were in their first year as the school's head principal; in contrast; 26 had been head principal at the school for at least 10 years. The years of service as the school's head principal are included in Table 2.1.

Table 2.1: Years as Head Principal at School

Years at School	Frequency	Percent
1	28	14.6
2	27	14.1
3	30	15.6
4	28	14.6
5	17	8.9
6	17	8.9
7	6	3.1
8	6	3.1
9	7	3.6
10+	26	13.5

Note: n=192

Of the 192 participants who completed the survey, 15 reported 30% or below of their school population receiving free or reduced priced lunch, 38 reported 31-50% receiving free or reduced priced lunch, 66 reported 50-70% receiving free or reduced priced lunch, and 73 reported 71% or higher receiving free or reduced priced lunch (see Table 2.2). The response rate was 28% reporting above 50% free or reduced priced lunch and 72% below. Because the difference for RQ2 was close to being statistically significant, I removed the 31%-50% group to see if doing so made a difference; as a result, 154 participants' responses were used in that analysis.

Table 2.2: Socioeconomic Level of School

Reported SES Level of School	Frequency	Percent
30% or below free and reduced priced lunch	15	7.8
31%-50% free or reduced priced lunch	38	19.8
50%-70% free or reduced priced lunch	66	34.4
71% or higher free or reduced priced lunch	73	38.0

Note: n=192

Results

This section addresses outcomes related to each research question. Of the three research questions, one was found to be statistically significant after differences in SES levels were explored. The other differences were not statistically significant.

Principals' Support Needs (Research Question 1)

Questions related to principals' support needs were recoded in SPSS to compare principals' responses and to create a group mean for that indicator. To avoid a Type 1 error (i.e., identifying a significance that is not there), a *Bonferroni* adjustment of .05 was used for differences to be statistically significant for this research question. When comparing the response mean for RQ1 by using principals' responses from 51% and above SES versus 50% and below SES, a difference was found but was not statistically significant. Using Levene's Test for Equality, the variance assumption was tested; the result indicated the homogeneity assumption was met F(1.682), p 0.196 > 0.05. The responses comparing 50% or below SES (M = 1.96, SD =.49) and 51% or higher (M = 1.90, SD= 0.44) were analyzed, but the differences [t(189) = .75, p .46] were not statistically significant (Table 3).

Table 3: Principals' Support Needs

Group Statistics

Principals' Support Needs	SES	n	Mean	Std. Deviation	Std. Error Mean
	1.00	53	1.96	.485	.067
	2.00	138	1.90	.435	.037

Independent Samples Test

	Levene's Test for Equality of Variances		t-test for Equality of Means						
								95% Confidence Interval of the Difference	
Principals' Support Needs	F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
Assumed	1.682	.196	.746	189	.457	.054	.073	-.089	.197
Not Assumed			.711	85.995	.479	.054	.076	-.097	.206

Challenges to Implementation (Research Question 2)

Questions related to implementation challenges were recoded in SPSS to compare principals' responses and to create a group mean for that indicator. To avoid a Type 1 error, a Bonferroni adjustment of .05 was applied for differences to be statistically significant for this research question. When comparing the response means for RQ2 by using principals' responses from 51% and above SES versus 50% and below, the difference found was not statistically significant. Using Levene's Test for Equality, the assumption of variance was tested; the result indicated the homogeneity assumption was met F(1.103), p 0.061 > 0.05. The responses comparing 50% or below (M = 4.03, SD = .56) and 51% or higher (M = 4.18, SD= 0.47) were analyzed, but the differences [t(188) = -1.89, p .061] were not robust enough to be statistically significant using the Bonferroni adjustment (Table 4.1).

The populations of 30% or below and 31%-50% were not as numerous as the other two (50%-70% and 71% and higher), and the difference was close to being statistically significant. Also, some of the responses from principals in this category depicted opposite views. For example, in response to the statement, "The TNReady standards are too rigorous for the students at my school," 33% of the principals in high SES schools strongly disagreed. In contrast, 23% of the principals from low SES schools somewhat agreed with the statement. Because the results of the first analysis were so close to being statistically significant, I removed the middle SES group and performed a second analysis, omitting the 50-70% free or reduced priced lunch population. After comparing the mean responses without the middle SES group, the difference was significant enough to meet the robust criteria (Table 4.2).

Table 4.1: Challenges to Implementation with <50% vs >50%

Group Statistics

Challenges to Implementation	SES Level	n	Mean	Std. Deviation	Std. Error Mean
	Below 50%	52	4.03	.562	.078
	Above 50%	138	4.18	.473	.040

Independent Samples Test

	Levene's Test for Equality of Variances		t-test for Equality of Means						
								95% Confidence Interval of the Difference	
Principals' Support Needs	F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
Assumed	1.103	.295	1.88	188	.061	-.153	.081	-.313	.007
NotAssum			1.75	79.82	.085	-.153	.088	-.328	.021

Using Levene's Test for Equality, the variance assumption was tested; the result indicated the homogeneity assumption was met F(.056), p 0.004 < 0.05. Thus, for implementation challenges, statistically significant variations existed between 30% or below (M = 3.79, SD = .61) and the combined responses of 50%-70% and 71% or higher (M = 4.18, SD= 0.47) [t(151) = -2.95, p .004.

Opportunities for Students (Research Question 3)

Questions regarding opportunities for students were recoded in SPSS to compare principal responses and to create a group mean. To avoid Type 1 errors, the *Bonferroni* adjustment of .05 was applied for differences to be statistically significant. When comparing the response means for RQ3 by using principal responses from 51% and above SES versus 50% and below, the difference found was not significant. Using Levene's Test for Equality, the variance

assumption was tested; the result indicated the homogeneity assumption was met F(1.68), p 0.197 > 0.05. The responses comparing 50% or below (*M* = 3.61, *SD* = .80) and 51% or higher (*M* = 3.62, *SD*= 0.94) were analyzed, but the differences [t(110) = -.047, p .965] were not significant using the *Bonferroni* adjustment (Table 5).

Table 4.2 Challenges to Implementation-No Middle SES Group

Group Statistics

Challenges to Implementation	SES Level	n	Mean	Std. Deviation	Std. Error Mean
	1.00	15	3.793	.606	.157
	2.00	138	4.184	.473	.040

Independent Samples Test

	Levene's Test for Equality of Variances		t-test for Equality of Means						
								95% Confidence Interval of the Difference	
Principals' Support Needs	F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
Assumed	.056	.813	-2.948	151	.004	-.390	.132	-.129	.129
NotAssum			-2.415	15.909	.028	-.390	.162	-.048	.048

Conclusion of Chapter 4

In analyzing the differences in responses of principals based on the SES level of the schools they serve, only one statistically significant difference was found. Although differences in the responses for principals' support needs and student opportunities were found, those differences were not significant when using a Bonferroni adjustment of .007.

Table 5: Opportunities for Students

Group Statistics

Opportunities for STS	SES Level (Above/Below 50%)	n	Mean	Std. Deviation	Std. Error Mean
	Below 50%	53	3.61	.801	.110
	Above 50%	138	3.62	.937	.080

Independent Samples Test

	Levene's Test for Equality of Variances		t-test for Equality of Means						
Opportunities for STS	F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
Assumed	1.678	.197	-.044	189	.965	-.006	.146	-.294	.281
Not Assumed			-.047	109.65	.963	-.006	.136	-.276	.263

For responses regarding implementation challenges, the differences were very close to being statistically significant. Some of the responses from principals in this category depicted opposite views. Because the results of the first analysis were so close to being statistically significant and the responses reflecting opposite viewpoints, I removed the middle SES group and performed a second analysis. When only the high versus low SES groups were compared, the differences in responses were statistically significant.

Organization of the Study

In the first chapter, I provided an introduction to the study including the research problem, significance, research questions, and terminology. Chapter 2 included the review of literature on SES of students and education, principals as instructional leaders and support needed for

principals, what students need to learn to read, and beliefs influencing behavior, including the theoretical framework guiding the study. Chapter 3 outlined the study's research design, identifies limitations and delimitations, and explains the rationale, type, and procedures for the study. Chapter 4 included results of a t-test analysis of the survey responses to determine differences in perceptions of principals in schools based on SES of the school. The final chapter, Chapter 5, includes the results related to the literature review, recommendations for principals and district leaders, and implications for future research.

CHAPTER 5

DISCUSSION, IMPLICATIONS, AND RECOMMENDATIONS FOR RESEARCH

Discussion

This study's results are significant because few researchers have focused on the beliefs of principals in high versus low SES schools regarding support needed to make decisions about reading, and whether those principals believed changes could improve students' opportunities. Researchers have studied deficit perspectives (Flessa, 2009; Massey, Charles, Lundy, and Fisher, 2003) and found that many principals attribute low academic achievement to students' race and SES. Massey, Charles, Lundy, and Fischer (2003) determined education systems often use the deficit perspective to explain poor performance, but their research was not focused on principal perspective. Additionally, Fox (2016) reported that field, habitus, and the asset perspective influenced a principal's perception of a student. My study adds to the body of research as it compares beliefs of principals in high versus low SES schools regarding decisions made about implementing the reading portion of TNReady and whether it will impove students' opportunities.

Futher study resulted in recommendations for additional exploration of instructional practices in different SES schools (Anyon,1980). Handel (1999) and Lareau (2000) demonstrated low-SES parents are just as eager to help their children succeed in school as their higher-SES counterparts, yet were often shut out by school structures more conducive to higher SES parents. For example, a parent workshop planned for a time when lower SES parents are still at work.

In my research, I sought to understand if there were differences between responses of principals in schools with high versus low SES populations. More

specifically, I sought to identify differences and similarities in responses regarding support needs, challenges with implementing TNReady, and principals' beliefs that the TNReady standards would lead to improved student learning and preparation. This study's results may influence future studies of principals' belief systems and how those beliefs impact hegemony conditions within schools. The results reinforce ideologies, whether conscious or subconscious, embedded in a dominant group's set of norms. Further, the results reinforce a deficit perspective being used in some lower SES schools in Tennessee.

Study Summary

This study's purpose was to compare principals' responses from high versus low SES schools when examining the implementation of the TNReady standards and assessment. This comparison was specifically designed to examine principals' support needs, implementation challenges, and students' opportunities related to implementing the new standards.

Research Questions

This study addressed the following research questions:

- RQ1: When comparing high and low SES schools, were there statistically significant differences in principals' responses regarding needs for support to successfully implement TNReady?
- RQ2: When comparing high and low SES schools, were there statistically significant differences in principals' responses regarding challenges to implementing the TNReady standards?

- RQ3: When comparing high and low SES schools, were there statistically significant differences in principals' responses regarding believing the TNReady standards would lead to improved student learning and preparation for post-secondary education and/or the workforce?

Data Collection and Analysis Procedures

This study's design included a survey emailed to Tennessee principals serving grades three through eight. The survey was sent using Qualtrics, software provided to students at The University of Tennessee, Knoxville. SPSS software was used to analyze results and to recode demographic information (1 for 50% and above SES level and 2 for 49% and below SES level). When the differences were close to statistically significant, the middle SES group was removed from the analysis for RQ2. When analyzing responses from 30% or below and 50% and above SES, the difference was statistically different.

Results

When the responses from the middle SES group were removed from the analysis, only one of the two research questions had statistically significant differences. One of the biggest differences in responses from principals in lower compared to higher SES schools was in terms of implementation challenges. When comparing responses to the statement, "The TNReady standards are too rigorous for the students at my school,"33% of the principals in high SES schools strongly disagreed. In contrast, 23% of the principals in low SES schools somewhat agreed with the statement. Responses from principals in high SES schools included concerns that the TNReady standards do not encompass important concepts students should learn; however, principals of low SES

schools did not feel the excluded concepts were as important as principals of high SES schools did.

Connection to Literature Review

In this section, I discuss and analyze the results with the existing literature reviewed in Chapter 2.

Beliefs' Influence on Behavior

Among principals' responses regarding the support needed to implement TNReady and the opportunities for students, no statistically significant differences were found when comparing the schools' SES. The way people see the world is filtered through beliefs and ideas shaped by everything they have experienced (Shelton and Wilson, 2006; Giroux, 1981). Ideologies, whether conscious or subconscious, embedded in a dominant group's set of norms become reified over time, thus promoting a false sense of consciousness. This study's survey did not ask for information about principals, other than years of experience and years at the school at the time they completed the survey. The lack of differences in responses regarding support could be because the principals' ideologies were shaped by the dominant group's norms. If that were a factor in this study, the research of Shelton and Wilson (2006) and Giroux (1981) would be reinforced.

Flessa (2009) found that many principals demonstrated a deficit perspective by attributing low academic achievement to students' race and SES. He conducted interviews during which principals described their environment negatively, using such words as *ugly*, *violent*, *poor*, and *addicted*. When asked about the reason for low student achievement, the participants cited students' serious personal difficulties outside of

school; however, they did not mention the quality of instruction during school as a potential cause. This is important because it may not be anything outside of school contributing to low achievement; it could be the lack of quality instruction in the classroom. When a principal defaults to a reason outside of the school for low achievement, he fails to look for other things that could be within his control to fix.

In attributing student achievement to factors outside of school, the principals in my study may not believe there are differences in their support needs for implementing TNReady; they may not recognize factors such as poor instruction as a reason for low student achievement. This belief would reinforce the deficit perspective found in Flessa's research as the reason(s) for poor student performance may be attributed to factors from the home environment. Among the responses from principals in high SES schools was that parents needed training in TNReady practices to provide homework support; in contrast, the responses from principals in low SES schools did not include that concern. If the principals in low SES schools assumed that parents would not provide homework support, that assumption would be consistent with Flessa's research, which identified with the deficit perspective because the participants described the environment the students came from negatively and associated poor performance with the lack of preparation from home.

Guba and Lincoln (1994) found participants gave reasons for reading difficulties in a first-grade class based on their own constructions and the teachers' socio-historical structure. The research of Friedrich and McKinney (2010) supported this result. A teacher in their study noted the lack of parental support as the cause of one student's reading difficulty yet did not attempt to collaborate with the student's parents. In my

study, principals of low SES schools did not identify the necessity of parents' understanding TNReady for homework support; this result was consistent with not only Guba and Lincoln's (1994) but also Lumby's (2014). Examining a leader's influence on equity and learning, Lumby (2014) found that the leader's beliefs about students and teachers influenced decisions potentially impacting achievement. By not identifying parental knowledge of TNReady standards as an area of concern, the responses of principals from low SES schools support Lumby's research because the belief that the parents need to know about TNReady standards to support homework can potentially impact future achievement for the students.

Principal Support

Derrington (2011) found support for principals was both essential and requested when implementing change. The principals in my study reported they received support in the change to the TNReady standards through websites, professional development, and information provided by the state department and their districts. There were no differences in principals' responses for support based on the schools' SES.

Although there were no statistically significant differences in what principals reported as needed support for implementing TNReady, the differences in responses regarding implementation challenges were statistically significant. Principals did not report different needs requiring support, yet they did note differences in implementation challenges. These results are consistent with those of previous studies (Venzant, 2004; Biafora and Ansalone, 2008). According to Argyris (Argyris, 1993; Smith, 2001), *espoused theory* versus *theory in action* is the tendency to behave differently from what one says one believes. The core belief of an individual influences behavior more than

what the person says or wants to believe. According to O'Hare (1987), problem-solving situations influence the behavior of people in ways consistent with their core beliefs, which are often different from their espoused beliefs. Implementing TNReady requires problem-solving. The tendency for behavior to be consistent with core belief systems correlates with Smith's and O'Hare's research findings.

Critical Education

Responses from principals in high SES schools included concerns that the TNReady standards do not encompass important concepts students should learn; in contrast, principals in low SES schools did not feel the excluded concepts were as important. Adler and Fisher (2001) and Tilley (2011) found that high-poverty schools achieved high scores on standardized tests despite the challenges of serving students living in poverty. In those schools, the staff demonstrated an asset perspective, believing students would achieve and, therefore, providing the appropriate support. That perspective is in keeping with an assets perspective. Botzakis (2004) stated, "This is not merely prescriptive education where you can put forth a formula to explain everything; critical education should be based on the particular context of the students and teacher and should develop out of their own thinking" (p. 11). In my study, principals in high SES schools recognized the need for more content outside the TNReady standards; the principals from low SES schools did not feel that supplemental content was as important. The responses from principals of high SES schools were consistent with Adler and Fisher's research on high-poverty, high-achieving schools because their responses indicated parents needed to have information and training on the TNReady standards. Botzakis' (2004) definition of critical education includes more than state standards for a

comprehensive reading program. Responses from principals in higher SES schools indicated concern that the TNReady standards did not include all the content students needed to learn to be successful in post-secondary education. In contrast, the responses from principals of low SES schools did not indicate a need for parents to know more about the TNReady standards and did not show a need for any content other than required curriculum. In fact, 23% felt the standards were too rigorous for students in their schools.

Implications

As part of cultural capital, both acknowledging and valuing others' knowledge and skills are indicative of an asset perspective (Fox, 2016). In contrast is a deficit perspective, which attributes a lack of ability to a cultural group. It can also be defining students by their weaknesses rather than their abilities (Gorski, 2008). Massey, Charles, Lundy, and Fischer (2003) found that education systems often explain poor performance from a deficit perspective. The deficit perspective attributes failure to a cultural group; therefore, the deficit perspective could be one of the reasons low SES school principals' in my study did not recognize the need for content other than TNReady to be included in the curriculum and felt the standards were too rigorous for their students. The principals who responded this way may not feel the students are capable of mastering the standards because of the SES group they represent. Recognizing the knowledge students and families bring to school as well as the value of more comprehensive education can help principals focus on an asset perspective as it will prevent the attribution of low achievement to a cultural group. Enabling students to show knowledge by including assessment tools, such as portfolios, not on TNReady would be a way to combine an asset perspective with learning assessment.

Winkle-Wagner's (2010) cautioned those in power positions not to make decisions based on beliefs that will further social selection. Though her work was focused on higher education, that warning may be applicable to some of the principals in my study. When a principal has a deficit perspective (i.e., not valuing the knowledge and skills some students bring to school while valuing those of other students), that perspective can lead to inequality in educational opportunities because the principal may feel the student is not capable of mastering the standards in the classroom. To ensure all students are supported when learning content related to the TNReady standards, principals, districts, and state departments of education must acknowledge the need for different types of support when implementation challenges differ. For example, the principals in my study from lower SES schools identified limited background knowledge to master the standards as a reason the standards were too rigorous. Rather than assuming the background knowledge students have is insufficient, principals could work with communities and families to identify what is needed that is a perceived gap, or limitation, to mastering the standard(s).

Identifying and articulating what may or may not be needed in terms of support is critical for decision makers to determine how best to support principals, specifically focusing on the schools they serve in and the differences in implementation challenges. Perhaps having principals in similar SES schools come together and identify their challenges and how best to support them could help in differentiating support.

The TNReady standards may not identify all the comprehensive knowledge students need for success. A one-size-fits-all approach to assessment may discount the knowledge students bring to the school that is deemed important to the community in

which they live. Rather than continuing with a standardized assessment whereby every student is asked the same questions, a portfolio approach in which students can identify how they will demonstrate growth in knowledge and/or mastery of key concepts could support an asset perspective, in turn enabling states, districts, schools, communities, and families to mutually reinforce every student for optimal growth. This approach has already been used—in the form of individual education plans (IEP)—for learning disabled students. Though time-consuming, the IEP approach would better ensure that all students have opportunities to demonstrate the knowledge they bring to school and the growth they achieve throughout the school year.

In working with communities to create positive change, Altschuld, Hung, and Lee (2014) found that the asset perspective (i.e., capacity building) leads to growth and improvement. Identifying the community's cultural capital—-resources, social structures, people, and existing successful programs—helps form the basis for change. For districts and schools, identifying community resources is key for providing support for implementation at the school level. Starting from the asset perspective by recognizing the knowledge students bring to school is essential for implementing any curriculum, including the TNReady standards. Using students' current knowledge as a basis for real-world connections creates opportunities for critical education as advocated by Botzakis (2004).

Based on McCoy and Winkle-Wagner's research (2015), helping low SES families understand the TNReady standards and having collaborative sessions on how to support children at home would help develop understanding of what students must master. In McCoy and Winkle-Wagner's research, first generation college students began to

perceive themselves as a college student only after having the experience of being on a college campus and having candid conversations about what being in college meant to the student and professors. Though the research was focused on higher education, using a similar design to familiarize families with TNReady standards and how to help students with homework could be utilized. For some families, it may help them begin to see themselves as support for students with these new, rigorous standards. In addition, when school personnel listen to families regarding their perceptions of TNReady and what they may be struggling with in support homework, it may help school personnel to understand what families need to be that support at home rather than assuming they won't or can't help with homework.

It is important to identify community resources that could help support students and families as they wrestle with the TNReady standards and other school expectations. What a community identifies as a resource and what the school staff identify as a resource(s) may not be the same thing. For example, the school staff may identify the public library as an available resource to families; however, if families do not have transportation to get to a public library and none is within walking distance from their house, it isn't a resource the families would identify as available and accessible for support. It is important to have conversations to collectively reach an understanding of what is available and accessible to help families support their children in TNReady standards and other expectations.

Principals need support to help make decisions leading to student achievement (Derrington, 2011; Urick & Bowers, 2011). In this study, a deficit perspective was found in responses from principals of low SES schools. This result could be attributed to

individual beliefs or the dominant group's beliefs, with either impacting how these middle- or upper-class principals responded. Fox (2016) found that a principals' belief system influenced his perception of students, specifically what the principal felt they could or could not achieve. Part of the support principals need may be training on an asset versus a deficit perspective and how perspective influences decisions.

A deeper understanding of and value for students' cultural capital is important to avoid reinforcing hegemony. If a principal adopts a value system that is different than the community in which he serves, he may reinforce negative stereotypes or fail to recognize the skills and knowledge students already have as they enter school. For example, a principal may see a student expressing ideas and being assertive as a behavior problem while the student's family may value that as part of leadership skills. Understanding what families and students value as well as what the adults working in the school value is important to have critical conversations about the similarities and differences and why they exist.

Recommendations for Further Research

In this research study, I focused on the differences in principal responses to implementing the TNReady standards and assessment. The implementation's impact was not included for many reasons, including that the research was conducted before principals received the assessment results. Future research could compare the responses from principals and how their schools performed on the TNReady portion of the state assessment. By comparing the results of the assessment with the responses principals made to implementation questions, it could further understanding of the decisions principals in low SES schools make that contribute to high achievement on the

standardized assessment.

In Tennessee, some grade levels (Pre-K, K, 1) and curricular areas (e.g., fine arts) are involved in portfolio assessment. Having principals answer similar questions to the survey in this study, but focused on the portfolio could give some understanding of any differences in low versus high SES schools. Using results from both the TNReady assessment and the portfolio assessment results could better capture all the ways in which students are assessed through state initiatives. It could also further the understanding of principal perceptions of how standardized assessment reflects student learning in different demographics.

To better understand asset and deficit perspectives of Tennessee principals, a qualitative study involving interviews that include the background of the principal and how that background may shape beliefs could be conducted to explore why participants answered the survey questions the way they did. Also, the background of the principal could be compared with the school in which they serve. This information could also further the understanding of Tennessee principals' field, habitus, and might give insights into what the principals in the study value.

Conclusions

This study was conducted to determine differences and similarities in support needs, challenges in implementing the new standards and assessment, and students' opportunities related to that implementation. The results support the social and cultural reproduction framework in the following ways: (1) Principals in low SES schools did not recognize the need for differential principal support when implementing TNReady standards, yet they reported different implementation challenges than principals in high

SES schools. (2) One of the responses for principals of high SES schools was that parents need training in TNReady practices to provide homework support. The responses from principals in low SES schools did not identify that need. (3) In response to the statement, "The TNReady standards are too rigorous for the students at my school," 33% of the principals in high SES schools strongly disagreed. In contrast, 23% of the principals from low SES schools somewhat agreed with the statement. (4) Responses from principals in high SES schools included concerns that the TNReady standards do not include important concepts students should learn; responses from principals of low SES schools did not feel the excluded concepts were as important. To avoid perpetuating hegemony, principals must embrace an asset perspective by recognizing students' knowledge, skills, and resources before determining what they need to progress in mastering the TNReady standards.

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APPENDICES

APPENDIX I

Original Survey Instrument

COMMON CORE FEEDBACK TOOL- FOR INSTRUCTIONAL LEADERS

These CCSS implementation survey questions and the associated guidance were the result of collaboration between Achieve, the U.S. Education Delivery Institute (EDI) and Education First. This tool was designed for voluntary use by state education agencies as they create feedback loops to monitor CCSS implementation efforts. The tool was shared with ADP Network states during a webinar on 06/25/12.

Introductory paragraph:

Thank you for taking the time to complete this survey. The [state department of education] is administering this survey to better understand how instructional leaders can best be supported during the transition to the Common Core State Standards ("Common Core"). The survey is approximately [##] minutes in length. [Include any special instructions for completing or submitting the survey.] Your responses are completely confidential.

Please submit your responses by [date]. If you have any questions about this survey contact [name and email address.]

Your feedback is greatly appreciated!

State Overview: Common Core State Standards

[Include overview of Common Core adoption and implementation in the state.]

Background Information

Please identify your role/title (check all that apply):

- ☐ School-based curriculum coordinator
- ☐ School-based content/department leader, including instructional coach
- ☐ Assistant Principal
- ☐ School Principal
- ☐ Special education coordinator
- ☐ Other: _____

[Objective 1: Assess respondents' awareness and support of the Common Core]

1. How much do you know about [the state's] transition to the Common Core State Standards?
    - ☐ I have comprehensive knowledge about the transition to the Common Core.
    - ☐ I have some knowledge about the transition to the Common Core.
    - ☐ I have little knowledge about the transition to the Common Core.
    - ☐ I have no knowledge about the transition to the Common Core.
2. Have you read the Common Core State Standards? Y/N

For number 3, choose the answer that most closely reflects your opinion.

3. I believe that the Common Core State Standards will lead to improved student learning for the majority of students in my school.
    - ☐ Strongly Agree
    - ☐ Agree
    - ☐ Disagree
    - ☐ Strongly Disagree
    - ☐ I don't know
4. [For those who answer "agree" or "strongly agree"] Please identify the reasons you believe that the Common Core State Standards will benefit the majority of students in your school. (check all that apply)
    - ☐ They will help educators better prepare students for college.
    - ☐ They will help educators focus on what's most important.
    - ☐ They will help educators better prepare students to compete in the workforce.
    - ☐ They will ensure that a high school diploma has meaning.
    - ☐ They will provide educators a manageable amount of curriculum to teach in a school year.
    - ☐ They will give students the opportunity to master key competencies, rather than just being superficially exposed to them.
    - ☐ They will help my school system ensure that our standards are vertically-aligned from kindergarten through grade 12.
    - ☐ They will provide students a clearer understanding of what they must know to in order to succeed.
    - ☐ Other: _____
5. [For those who answer "disagree" or "strongly disagree" to #3] Please identify the reasons you believe that the Common Core State Standards will not benefit the majority of students in your school. (check all that apply)

- ☐ Our current state standards are better than the Common Core.
- ☐ The Common Core are too rigorous for many students in my school.
- ☐ The Common Core excludes important concepts that students should learn.
- ☐ The Common Core embraces a "one size fits all" approach that will not help many students in my school.
- ☐ The standards do not provide educators the flexibility needed to help students who are not on grade level.
- ☐ Other: _____

6. How would you describe the difference between the state's current academic standards and the Common Core State Standards?
   - ☐ The Common Core are more demanding and raise expectations for student learning.
   - ☐ The Common Core are pretty much the same.
   - ☐ The Common Core are less demanding and lower expectations for student learning.
   - ☐ I don't know.
7. Do you feel prepared to support your school's educators to teach the Common Core State Standards?
   - ☐ Yes, I feel completely prepared.
   - ☐ I feel somewhat prepared.
   - ☐ No, I do not feel prepared at all.
   - ☐ I do not know if I'm prepared.
8. [If "no" or "I don't know"] What would help you feel prepared to support your school's educators to teach the Common Core State Standards? (check all that apply)

   - ☐ Access to curricular resources aligned to the Common Core
   - ☐ Access to assessments aligned to the Common Core
   - ☐ More information about how the standards change what is expected of educators' instructional practice
   - ☐ More information about how the standards change what is expected of students
   - ☐ More information about how my classroom observations can be used to help strengthen educators' instructional practice
   - ☐ Other: _____

[Objective 2: Gauge respondents' understanding of the Common Core]

1. Over the next [#] years, [the state] will be transitioning from its current academic standards to the Common Core State Standards:
   [Outline transition plan here. Sample language below.]

- Beginning next year, grades [#] through [#] will teach the Common Core.
- In the 2013-14 school year, grades [#] through [#] will teach the Common Core.
- By 2014-2015, grades [#] through [#] will teach the Common Core.

Given this information, how much do you know about the standards and content your school must teach next year?

- ☐ I have comprehensive knowledge.
- ☐ I have some knowledge.
- ☐ I have little knowledge.
- ☐ I have no knowledge.

2. The Common Core State Standards for English Language Arts/Literacy apply to teachers in other core subjects and their work to support students' literacy development. As you reflect on the teaching of literacy in your school, please answer the question below.

To what extent do you believe the following practices are important to improving student learning? [INTERNAL NOTE: Only 2, 4 and 5 are aligned to the Common Core.]

	Very important	Important	Somewhat important	Not important	I don't know

Providing students ongoing opportunities to write creatively drawing from personal experiences					
Structuring opportunities for students to have conversations and develop arguments based on the texts they've read					
Utilizing pre-reading strategies to help students fully understand a text through discussions of context, vocabulary, and the author's craft prior to reading					
Creating learning experiences that build knowledge using informational texts, not just literature					
Providing instruction in academic vocabulary to support students' understanding of complex text					

3. Which of the following describes an activity that would meet the Common Core State Standard below? (check one) [INTERNAL NOTE: Option 3 is most aligned to the standard]

   Standard: Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

   - ☐ Students summarize a chapter of a novel and apply what they've read to their own lives
   - ☐ Students write a story about the American Revolution as if they lived through the time period
   - ☐ After reading a novel, students develop an argument in favor of a character's point of view based on facts and events from the book
   - ☐ Students interview a local elected official after reading about voting rights in America

4. Which of the following are the central shifts required from the Common Core State Standards in English Language Arts/Literacy? (check all that apply) [INTERNAL NOTE: Only 1, 2 and 5 are aligned to the Common Core.]

    - ☐ Build students' knowledge through content-rich non-fiction
    - ☐ Provide students reading and writing experiences grounded in evidence from text, both literary and informational
    - ☐ Strengthen students' understanding of narrative text by making meaningful connections to their personal experiences
    - ☐ Provide students different levels of text based on their reading abilities.
    - ☐ Provide regular opportunities for students to practice with complex grade-level text and its academic language

5. The Common Core State Standards for math can also apply to other subject area teachers, related to their work to develop students' mathematical understanding and practice. As you reflect on your school's teaching in this area, please answer the questions below.

To what extent do you believe the following practices are important to i mproving student learning? [INTERNAL NOTE: Only 1, 3 and 4 are aligned to the Common Core.]

	Very important	Important	Somewhat important	Not important	I don't know
Structuring class time for students to develop procedural skill and fluency in core operations (such as multiplication tables) so they can understand more complex topics					
Exposing students to a wide range of math topics within each grade level in preparation for their future learning					
Connecting student learning within and across grades so learning builds on foundations built in previous years					
Providing opportunities for students to apply math concepts to "real world" situations					
Maximizing student learning by teaching effective mnemonics and recall strategies as alternatives to conceptual understanding					

6. Describe the difference between these two math standards. (open answer)

[*State standard: Include here the most closely related state standard on positive and negative numbers and their opposites*]

Common Core State Standard: Understand that positive and negative numbers are used together to describe quantities having opposite directions or values (e.g., temperature above/below zero, elevation above/below sea level,

credits/debits, positive/negative electric charge); use positive and negative numbers to represent quantities in real-world contexts, explaining the meaning of 0 in each situation.

7. Which of the following are the central shifts required from the Common Core State Standards in math? (check all that apply) [INTERNAL NOTE: Only 1, 2 and 4 are aligned to the Common Core]

   - ☐ Focus deeply on the concepts emphasized in the standards to help students build strong foundations for learning
   - ☐ Create coherent progressions within the standards from grade to grade so student knowledge and skills build onto previous learning
   - ☐ Introduce multiplication and division earlier in students' learning as foundations for math concepts taught in later years
   - ☐ Develop students' conceptual understanding, procedural fluency, and their ability to apply math in context
   - ☐ Teach each math topic as an independent, new concept that is distinct from topics taught earlier or later

[Objective 3: Assess the reach of and satisfaction with Common Core resources that have been provided]

1. Have you accessed any of the following resources from the [state department of education] about Common Core implementation? For those that you have accessed, please rate their quality.

Resources	Accessed?	How helpful? (1= very helpful; 4= not helpful)
Department Webinars	Y/N	1 2 3 4
Website	Y/N	1 2 3 4
Department Professional Development	Y/N	1 2 3 4
Regional Service Centers	Y/N	1 2 3 4
[Add others]	Y/N	1 2 3 4

2. [If yes on website question above] When you accessed the Department's website, what information were you looking for? (check all that apply)

   - ☐ Link to the specific standards
   - ☐ Instructional materials aligned to the standards
   - ☐ Reminders about implementation timeline
   - ☐ Links to supplemental materials (e.g., curriculum guides, exemplars from other states)
   - ☐ Fact sheets, talking points, or powerpoints to pass on to staff, parents, the public about Common Core
   - ☐ Powerpoints of specific Common Core webinars to review or adapt for redelivery
   - ☐ Other: _____

3. [If yes to website question] What else would you have liked to see on the website? (open answer)

4. Have you participated in professional development/training on the Common Core State Standards? Y/N

5. [If yes] How would you describe those professional development/training opportunities? (check all that apply)

   - ☐ One-day training opportunity
   - ☐ Multi-day training opportunity
   - ☐ Online webinar or video
   - ☐ Job-embedded training or coaching within my school
   - ☐ Professional learning community (PLC)

☐ Other: _____

6. [If yes to #4] Who provided the training? (check all that apply)

   ☐ A staff member from my school or district
   ☐ A professional development provider brought in by my school district
   ☐ The [department of education]
   ☐ An independent professional development provider
   ☐ Other: _____
   ☐ I don't know

7. [If yes to #4] Choose the answer that most closely reflects your opinion.

   In general, the Common Core training I have received has been of high quality. I have learned a great deal of information that has helped me improve my practice.

   ☐ Strongly agree
   ☐ Agree
   ☐ Disagree
   ☐ Strongly disagree
   ☐ I don't know

[Objective 4: Identify effective communication and outreach mechanisms]

1. Is there a staff member in your district who has been identified as a resource on the Common Core State Standards for instructional leaders? Y/N/I don't know

2. [If yes] What position does this individual hold? (open answer)

3. How accessible is this individual when you have questions about Common Core implementation? (1= very accessible to 4= not accessible)

4. Of the following sources that provide information on the Common Core State Standards, which do you trust? (check all that apply)

   ☐ Online or print news media
   ☐ State department website
   ☐ School district newsletter, website, or emails
   ☐ School principal

- ☐ Colleagues
- ☐ District administrator
- ☐ Professional associations
- ☐ National website
- ☐ Other: _____

5. What communication channels from the [state department] would be most useful in helping you implement the Common Core State Standards?
   - ☐ Webinars
   - ☐ Professional learning communities
   - ☐ Monthly email updates
   - ☐ Website
   - ☐ Annual conferences
   - ☐ Recorded message updates
   - ☐ Social media (e.g., Twitter, Facebook)
   - ☐ Recorded video messages/webcasts
   - ☐ Other: _____
   - ☐ Professional development day

6. Does your district have a plan for Common Core implementation? Y/N/ I don't know

7. Please identify which, if any, of the following activities/resources are offered to your schools' educators. (check all that apply)

   - ☐ Collaborative planning time dedicated to understanding and deconstructing the standards
   - ☐ Collaborative planning time dedicated to aligning curriculum to the Common Core
   - ☐ Content-focused trainings on the Common Core
   - ☐ Lesson plans aligned to the Common Core
   - ☐ Job-embedded training or coaching focused on Common Core implementation
   - ☐ Resources on research/best practice in Common Core implementation
   - ☐ Professional learning community focused on Common Core implementation
   - ☐ Other: _____
   - ☐ None of the above

[Objective 5: Identify challenges to implementation]

1. What do you believe will be the top two challenges to implementing the Common Core State Standards in your school or district? (check up to two)

- ☐ Students' prior knowledge
- ☐ Need more information about the standards
- ☐ Need more formative assessments aligned to the Common Core
- ☐ Need more quality professional development
- ☐ Need more time to collaborate with my colleagues
- ☐ Need more funding
- ☐ Need more aligned textbooks and materials
- ☐ Need more parental involvement
- ☐ Need a state assessment aligned to the Common Core
- ☐ Need more time to help all students really learn the standards
- ☐ Other: _____

2. What tools, resources, or information would be most helpful in addressing the challenge(s)? (open answer)

[Objective 6: Assess changes in classroom practice that result from Common Core implementation]

1. Have your schools' educators incorporated the Common Core State Standards into their teaching expectations and practice?
    - ☐ All of my school's educators have fully incorporated the Common Core into their teaching expectations and practice.
    - ☐ Some educators in my school have incorporated the Common Core and others have not.
    - ☐ None of my school's educators have incorporated the Common Core into their teaching expectations and practice.
    - ☐ I don't know.

   For numbers 2-6, choose the answer that most closely reflects your opinion.

2. In my school, the Common Core State Standards and the support provided to educators related to the standards help them differentiate instruction to meet the unique needs of students.

    - ☐ Strongly Agree
    - ☐ Agree
    - ☐ Disagree
    - ☐ Strongly Disagree
    - ☐ I don't know

3. The Common Core State Standards will require that my school's educators change the ways they incorporate instructional technology into classroom learning.

    - ☐ Strongly Agree
    - ☐ Agree
    - ☐ Disagree
    - ☐ Strongly Disagree
    - ☐ I don't know

4. I feel confident about my ability to identify instructional practices that reflect the Common Core State Standards during my classroom observations.
    - ☐ Strongly Agree
    - ☐ Agree
    - ☐ Disagree
    - ☐ Strongly Disagree
5. The Common Core State Standards will improve my ability to identify the most effective educators in my building.
    - ☐ Strongly Agree
    - ☐ Agree
    - ☐ Disagree
    - ☐ Strongly Disagree
    - ☐ I don't know

6. The Common Core State Standards will help me know what content students should be taught, and in what sequence it should be taught, it in order for them to fully master key competencies.

    - ☐ Strongly Agree
    - ☐ Agree
    - ☐ Disagree
    - ☐ Strongly Disagree
    - ☐ I don't know

7. What changes, if any, are you making to the ways you support the educators in your school as a result of the Common Core State Standards? (check all that apply)

- ☐ Creating more opportunities for collaboration among educators focused on Common Core implementation
- ☐ Placing more emphasis on vertical alignment between grade levels
- ☐ Ensuring that curricular materials reflect the expectations of the Common Core
- ☐ Using classroom observations as opportunities to provide feedback that reflects the expectations of the Common Core
- ☐ Sharing information and resources with educators related to the Common Core
- ☐ Providing professional development opportunities that support Common Core implementation
- ☐ Other: _____

8. Why are you making these changes? (open answer)

9. Is there anything else you want us to know about how the transition to the Common Core State Standards is affecting you, your school, or your students? (open answer)

Respondent background information—Optional

Name of District: (optional, choose from drop down)

For more information about the Common Core State Standards, access the following links:

[Include the state department of education's website and any resources that may be helpful. See the guidance document for

Appendix II

Revised Survey in Qualtrics

Default Question Block

Thank you for taking the time to complete this survey. This survey is designed to better understand how principals feel they need support, the challenges, and opportunities for students as Tennessee implements the TNReady standards and assessment. The survey is approximately 10 minutes in length. In order to maintain confidentiality, each response to the survey will be assigned a number rather than using names of the schools or the principal.

Please submit your responses by (date). If you have any questions about this survey contact Beth Blevins at beth.blevins@knoxschools.org

1. Does your school serve any grade level above 3rd?

○ Yes
○ No

2. SES level of the school

30% or below free and reduced priced lunch
31%-50% free or reduced priced lunch
51%-70% free or reduced priced lunch
71% or higher free or reduced priced lunch

3. What was the 2015 TCAP proficiency level in reading for your school?

0-20% proficient and advanced
21-40% proficient and advanced
41-60% proficient and advanced
61-80% proficient and advanced
81-100% proficient and advanced

4. How many years have you been the head principal at your school?

5. Were you a head principal prior to this assignment?

- Yes
- No

6. How much do you know about the transition to the TNReady Standards?

- I have comprehensive knowledge about the transition to TNReady
- I have some knowledge about the transition to TNReady
- I have little knowledge about the transition to TNReady
- I have no knowledge about the transition to TNReady

7. Have you read the TNReady standards for the grade levels in your building

- Yes
- No

8. I believe that Tennessee Ready Standards will lead to improved student learning for the majority of students in my school.

- Strongly disagree
- Somewhat disagree
- Somewhat agree
- Strongly agree

Identify how you feel about the following statements

	Strongly disagree	Somewhat disagree	Neither agree nor disagree	Somewhat agree	Strongly agree
9. TNReady standards help educators better prepare students for college	TNReady standards help educators better prepare students for college	TNReady standards help educators better prepare students for college	TNReady standards help educators better prepare students for college	TNReady standards help educators better prepare students for college	TNReady standards help educators better prepare students for college
10. Standards help educators focus on what's most important	Standards help educators focus on what's most important	Standards help educators focus on what's most important	Standards help educators focus on what's most important	Standards help educators focus on what's most important	Standards help educators focus on what's most important
11. Standards help educators better prepare students to compete in the workforce	Standards help educators better prepare students to compete in the workforce	Standards help educators better prepare students to compete in the workforce	Standards help educators better prepare students to compete in the workforce	Standards help educators better prepare students to compete in the workforce	Standards help educators better prepare students to compete in the workforce
12. Standards ensure that a high school diploma has meaning.	Standards ensure that a high school diploma has meaning.	Standards ensure that a high school diploma has meaning.	Standards ensure that a high school diploma has meaning.	Standards ensure that a high school diploma has meaning.	Standards ensure that a high school diploma has meaning.
13. Standards will provide educators a managable amount of curriculum to teach in a school year.	Standards will provide educators a managable amount of curriculum to teach in a school year.	Standards will provide educators a managable amount of curriculum to teach in a school year.	Standards will provide educators a managable amount of curriculum to teach in a school year.	Standards will provide educators a managable amount of curriculum to teach in a school year.	Standards will provide educators a managable amount of curriculum to teach in a school year.

	Strongly disagree	Somewhat disagree	Neither agree nor disagree	Somewhat agree	Strongly agree
14. Standards will give students the opportunity to master key competencies, rather than just being superficially exposed to them	Standards will give students the opportunity to master key competencies, rather than just being superficially exposed to them	Standards will give students the opportunity to master key competencies, rather than just being superficially exposed to them	Standards will give students the opportunity to master key competencies, rather than just being superficially exposed to them	Standards will give students the opportunity to master key competencies, rather than just being superficially exposed to them	Standards will give students the opportunity to master key competencies, rather than just being superficially exposed to them
15. Standards will help my school system ensure that our standards are vertically aligned from kindergarten through grade 12	Standards will help my school system ensure that our standards are vertically aligned from kindergarten through grade 12	Standards will help my school system ensure that our standards are vertically aligned from kindergarten through grade 12	Standards will help my school system ensure that our standards are vertically aligned from kindergarten through grade 12	Standards will help my school system ensure that our standards are vertically aligned from kindergarten through grade 12	Standards will help my school system ensure that our standards are vertically aligned from kindergarten through grade 12
16. Standards provide students a clearer understanding of what they must know in order to succeed	Standards provide students a clearer understanding of what they must know in order to succeed	Standards provide students a clearer understanding of what they must know in order to succeed	Standards provide students a clearer understanding of what they must know in order to succeed	Standards provide students a clearer understanding of what they must know in order to succeed	Standards provide students a clearer understanding of what they must know in order to succeed

Please identify the reasons you believe that TNReady standards will not benefit the majority of students in your school.

	Strongly agree	Somewhat agree	Neither agree nor disagree	Somewhat disagree	Strongly disagree
17. Our previous state standards are better than TNReady standards	Our previous state standards are better than TNReady standards	Our previous state standards are better than TNReady standards	Our previous state standards are better than TNReady standards	Our previous state standards are better than TNReady standards	Our previous state standards are better than TNReady standards
18, The TNReady standards are too rigorous for many students in my school.	The TNReady standards are too rigorous for many students in my school.	The TNReady standards are too rigorous for many students in my school	The TNReady standards are too rigorous for many students in my school.	The TNReady standards are too rigorous for many students in my school.	The TNReady standards are too rigorous for many students in my school.
19 The TNReady standards excludes important concepts that students should learn.	The TNReady standards excludes important concepts that students should learn.	The TNReady standards excludes important concepts that students should learn.	The TNReady standards excludes important concepts that students should learn.	The TNReady standards excludes important concepts that students should learn.	The TNReady standards excludes important concepts that students should learn.
20. The TNReady standards embrace a "one size fits all" approach that will not help many students in my school.	The TNReady standards embrace a "one size fits all" approach that will not help many students in my school.	The TNReady standards embrace a "one size fits all" approach that will not help many students in my school.	The TNReady standards embrace a "one size fits all" approach that will not help many students in my school.	The TNReady standards embrace a "one size fits all" approach that will not help many students in my school.	The TNReady standards embrace a "one size fits all" approach that will not help many students in my school.
	The	The	The	The	The

	Strongly agree	Somewhat agree	Neither agree nor disagree	Somewhat disagree	Strongly disagree
21. The standards do not provide educators the flexibility needed to help students who are not on grade level.	standards do not provide educators the flexibility needed to help students who are not on grade level.	standards do not provide educators the flexibility needed to help students who are not on grade level.	standards do not provide educators the flexibility needed to help students who are not on grade level.	standards do not provide educators the flexibility needed to help students who are not on grade level.	standards do not provide educators the flexibility needed to help students who are not on grade level.

22. How would you describe the difference between the state's previous academic standards and the TNReady state standards?

- The TNReady standards are more demanding and raise expectations for student learning
- The TNReady standards are pretty much the same
- The TNReady standards are less demanding and lower expectations for student learning
- I don't know

23. Do you feel prepared to support your school's educators to teach the TNReady State Standards?

- Yes, I feel completely prepared
- I feel somewhat prepared
- No, I do not feel prepared at all
- I'm unsure if I am prepared

24. What would help you feel prepared to support your school's educators to teach the TNReady State Standards?

- Access to curricular resources aligned to TNReady
- Access to assessments aligned to TNReady

○ More information about how the standards change what is expected of educators' instructional practice

○ More information about how the standards change what is expected of students

○ More information about how my classroom observations can be used to help strengthen educators' instructional practice

○ Other

25 How much do you know about the TNReady standards and content your school must teach next year?

○ A lot

○ A moderate amount

○ A little

○ I have no knowledge

The TNReady Standards for English Language Arts/Literacy apply to teachers in other core subjects and their work to support students' literacy development. As you reflect on the teaching of literacy in your school, please answer the question below.

To what extent do you believe the following practices are important to improving student learning?

	Click to write Scale point 1	Click to write Scale point 2	Click to write Scale point 3
26 Providing students ongoing opportunities to write creative drawing from personal experiences	○ Providing students ongoing opportunities to write creative drawing from personal experiences Click to write Scale point 1	○ Providing students ongoing opportunities to write creative drawing from personal experiences Click to write Scale point 2	○ Providing students ongoing opportunities to write creative drawing from personal experiences Click to write Scale point 3
27 Structuring opportunities for students to have conversations and develop arguments based on the texts they have read	○ Structuring opportunities for students to have conversations and develop arguments based on the texts they have read Click to	○ Structuring opportunities for students to have conversations and develop arguments based on the texts they have read Click to	○ Structuring opportunities for students to have conversations and develop arguments based on the texts they have read Click to

	Click to write Scale point 1	Click to write Scale point 2	Click to write Scale point 3
	write Scale point 1	write Scale point 2	write Scale point 3
28 Utilizing pre-reading strategies to help students fully understand a text through discussions of context, vocabulary and the author's craft prior to reading	○ Utilizing pre-reading strategies to help students fully understand a text through discussions of context, vocabulary and the author's craft prior to reading Click to write Scale point 1	○ Utilizing pre-reading strategies to help students fully understand a text through discussions of context, vocabulary and the author's craft prior to reading Click to write Scale point 2	○ Utilizing pre-reading strategies to help students fully understand a text through discussions of context, vocabulary and the author's craft prior to reading Click to write Scale point 3
29 Creating learning experiences that build knowledge using informational texts, not just literature	○ Creating learning experiences that build knowledge using informational texts, not just literature Click to write Scale point 1	○ Creating learning experiences that build knowledge using informational texts, not just literature Click to write Scale point 2	○ Creating learning experiences that build knowledge using informational texts, not just literature Click to write Scale point 3
30 Providing instruction in academic vocabulary to support students' understanding of complex text	○ Providing instruction in academic vocabulary to support students' understanding of complex text Click to write Scale point 1	○ Providing instruction in academic vocabulary to support students' understanding of complex text Click to write Scale point 2	○ Providing instruction in academic vocabulary to support students' understanding of complex text Click to write Scale point 3

Which of the following describes an activity that would meet the TNReady Standard below? (check one)

31 Standard: Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

○ Students summarize a chapter of a novel and apply what they've read to their own lives

○ Students write a story about the American Revolution as if they lived through the time period

○ After reading a novel, students develop an argument in favor of a character's point of view based on facts and events from the book

○ Students interview a local elected official after reading about voting rights in America

32 Which of the following are the central shifts required from the TNReady Standards in English Language Arts/Literacy? (check all that apply)

- ☐ Build students' knowledge through content-rich non-fiction
- ☐ Provide students reading and writing experiences grounded in evidence from text, both literary and informational
- ☐ Strengthen students' understanding of narrative text by making meaningful connections to their personal experiences
- ☐ Provide students different levels of text based on their reading abilities.
- ☐ Provide regular opportunities for students to practice with complex grade-level text and its academic language

33 Have you accessed any of the following resources from the Tennessee Department of Education about TNReady implementation?

- ☐ Department Webinars
- ☐ Website
- ☐ Department Professional Development
- ☐ Regional Service Centers
- ☐ Other
- ☐

How helpful was each (opens when response is clicked in previous question)

	Not effective at all	Slightly effective	Moderately effective	Very effective	Extremely effective
34 » Department Webinars	○ Department Webinars Not effective at all	○ Department Webinars Slightly effective	○ Department Webinars Moderately effective	○ Department Webinars Very effective	○ Department Webinars Extremely effective
35 » Website	○ Website Not effective at all	○ Website Slightly effective	○ Website Moderately effective	○ Website Very effective	○ Website Extremely effective
36 » Department Professional Development	○ Department Professional Development Not effective	○ Department Professional Development Slightly	○ Department Professional Development Moderately	○ Department Professional Development Very effective	○ Department Professional Development Extremely

	Not effective at all	Slightly effective	Moderately effective	Very effective	Extremely effective
	at all	effective	effective		effective
37 » Regional Service Centers	Regional Service Centers Not effective at all	Regional Service Centers Slightly effective	Regional Service Centers Moderately effective	Regional Service Centers Very effective	Regional Service Centers Extremely effective
38 » Other	Other Not effective at all	Other Slightly effective	Other Moderately effective	Other Very effective	Other Extremely effective

39 When you accessed the department's website, what information were you looking for

- Link to the specific standards
- Instructional materials aligned to the standards
- Reminders about implementation timeline
- Links to supplemental materials (e.g., curriculum guides, exemplars from other states)
- Fact sheets, talking points, or powerpoints to pass on to staff, parents, the public about TNReady
- Powerpoints of specific TNReady webinars to review or adapt for redelivery
- Other

40 What else would you have liked to see on the website?

	Strongly disagree	Somewhat disagree	Neither agree nor disagree	Somewhat agree	Strongly agree
41 Students' prior knowledge	Students' prior knowledge Strongly disagree	Students' prior knowledge Somewhat disagree	Students' prior knowledge Neither agree nor disagree	Students' prior knowledge Somewhat agree	Students' prior knowledge Strongly agree
42 Need more information about the standards	Need more information about the standards Strongly disagree	Need more information about the standards Somewhat disagree	Need more information about the standards Neither agree nor disagree	Need more information about the standards Somewhat agree	Need more information about the standards Strongly agree
43 Need more formative assessments aligned to TNReady	Need more formative assessments aligned to TNReady Strongly disagree	Need more formative assessments aligned to TNReady Somewhat disagree	Need more formative assessments aligned to TNReady Neither agree nor disagree	Need more formative assessments aligned to TNReady Somewhat agree	Need more formative assessments aligned to TNReady Strongly agree
44 Need more quality professional development	Need more quality professional development Strongly disagree	Need more quality professional development Somewhat disagree	Need more quality professional development Neither agree nor disagree	Need more quality professional development Somewhat agree	Need more quality professional development Strongly agree
45 Need more time to collaborate with my colleagues	Need more time to collaborate with my colleagues Strongly disagree	Need more time to collaborate with my colleagues Somewhat disagree	Need more time to collaborate with my colleagues Neither agree nor disagree	Need more time to collaborate with my colleagues Somewhat agree	Need more time to collaborate with my colleagues Strongly agree
46 Need	Need	Need more	Need	Need more	Need

more funding	more funding Strongly disagree	funding Somewhat disagree	more funding Neither agree nor disagree	funding Somewhat agree	more funding Strongly agree
47 Need more aligned textbooks and materials	Need more aligned textbooks and materials Strongly disagree	Need more aligned textbooks and materials Somewhat disagree	Need more aligned textbooks and materials Neither agree nor disagree	Need more aligned textbooks and materials Somewhat agree	Need more aligned textbooks and materials Strongly agree
48 Need more parental involvement	Need more parental involvement Strongly disagree	Need more parental involvement Somewhat disagree	Need more parental involvement Neither agree nor disagree	Need more parental involvement Somewhat agree	Need more parental involvement Strongly agree
49 Need a state assessment aligned to the TNReady standards	Need a state assessment aligned to the TNReady standards Strongly disagree	Need a state assessment aligned to the TNReady standards Somewhat disagree	Need a state assessment aligned to the TNReady standards Neither agree nor disagree	Need a state assessment aligned to the TNReady standards Somewhat agree	Need a state assessment aligned to the TNReady standards Strongly agree
50 Need more time to help all students really lean the standards	Need more time to help all students really lean the standards Strongly disagree	Need more time to help all students really lean the standards Somewhat disagree	Need more time to help all students really lean the standards Neither agree nor disagree	Need more time to help all students really lean the standards Somewhat agree	Need more time to help all students really lean the standards Strongly agree

51 Have you participated in professional development/training on TNReady State Standards?

- Yes
- No

52 In general, the TNReady training I have received has been of high quality. I have learned a

great deal of information that has helped me improve my practice.

- Strongly agree
- Somewhat agree
- Neither agree nor disagree
- Somewhat disagree
- Strongly disagree

53 Do you believe the following are challenges to implementing the TNReady Standards in your school or district?
Have your school's educators incorporated the TNReady standards into their teaching expectations and practice?

- All of my school's educators have fully incorporated the TNReady standards into their teaching expectations and practice
- Some educators in my school have incorporated the TNReady standards and others have not
- None of my school's educators have incorporated the TNReady standards into their teaching expectations
- I don't know

54 In my school, the TNReady Standards and the support provided to educators related to the standards help them differentiate instruction to meet the unique needs of students

- Strongly disagree
- Somewhat disagree
- Neither agree nor disagree
- Somewhat agree
- Strongly agree

55 The TNReady Standards will require that my school's educators change the ways they incorporate instructional technology into classroom learning

- Strongly disagree
- Somewhat disagree
- Neither agree nor disagree
- Somewhat agree
- Strongly agree

56 I feel confident about my ability to identify instructional practices that reflect the TNReady Standards during my classroom observations.

- Strongly disagree
- Somewhat disagree

○ Neither agree nor disagree
○ Somewhat agree
○ Strongly agree

57 The TNReady Standards will improve my ability to identify the most effective educators in my building
○ Strongly disagree
○ Somewhat disagree
○ Neither agree nor disagree
○ Somewhat agree
○ Strongly agree

58 The TNReady Standards will help me know what content students should be taught, and in what sequence it should be taught in order for them to fully master competencies
○ Strongly disagree
○ Somewhat disagree
○ Neither agree nor disagree
○ Somewhat agree
○ Strongly agree

59 What changes, if any, are you making to the ways you support educators in your school as a result of the TNReady Standards?
☐ Creating more opportunities for collaboration among educators focused on TNReady Implementation
☐ Placing more emphasis on vertical alignment between grade levels
☐ Ensuring that curricular materials reflect the expectations of TNReady
☐ Using classroom observations as opportunities to provide feedback that reflects the expectations of TNReady
☐ Sharing information and resources with educators related to TNReady
☐ Providing professional development opportunities that support TNReady Implementation
☐ Other

60 Why are you making these changes?

61 Is there anything else you want us to know about how the transition to TNReady Standards is affecting you, your school, or your students?

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Appendix III

Public Tennessee Schools Receiving Survey

YEAR	DISTRICT	NAME	ID	GRADES	SES level
2015	Robertson County	Cheatham Park Elementary	20	Grades 1-5	89.6
2015	Robertson County	Westside Elementary	85	Grades 1-5	90.1
2015	Rutherford County	Roy L Waldron Elementary	77	Grades 2-5	76.2
2015	Humboldt	East Elementary School	27	Grades 2-5	99.7
2015	Hickman County	Centerville Intermediate School	7	Grades 3-5	70.0
2015	Athens	North City Elementary	25	Grades 3-5	71.0
2015	Hawkins County	Hawkins Elementary	75	Grades 3-5	72.4
2015	Dyersburg	Dyersburg Intermediate School	12	Grades 3-5	75.3
2015	Lewis County	Lewis County Intermediate School	20	Grades 3-5	75.5
2015	Hickman County	East Hickman Intermediate School	16	Grades 3-5	76.5
2015	Athens	Westside Elementary	30	Grades 3-5	78.0
2015	Lauderdale County	Ripley Elementary	55	Grades 3-5	84.3
2015	Unicoi County	Unicoi County Intermediate School	45	Grades 4- 5	71.1
2015	Haywood County	East Side Elementary	25	Grades 4- 5	79.7
2015	Hamilton County	Lookout Valley Middle / High School	165	Grades 6-12	71.4
2015	Hollow Rock - Bruceton	Central High School	10	Grades 6-12	73.3

2015	Shelby County	Memphis Rise Academy	8264	Grades 6-12	74.7
2015	Hancock County	Hancock High School	25	Grades 6-12	80.8
2015	Sevier County	Greenbrier Alternative Learning Center	3	Grades 6-12	83.3
2015	Warren County	Warren County Alternative Academy	72	Grades 6-12	85.0
2015	Shelby County	Soulsville Charter School	8232	Grades 6-12	86.1
2015	Union County	Union County Alternative Center	53	Grades 6-12	86.2
2015	Dickson County	New Directions Academy	10	Grades 6-12	91.4
2015	Roane County	Midtown Educational Center	81	Grades 6-12	92.1
2015	Shelby County	Memphis School of Excellence	8252	Grades 6-12	94.5
2015	Madison County	Parkview Learning Center	125	Grades 6-12	94.7
2015	Shelby County	B T Washington High School	2030	Grades 6-12	98.8
2015	Campbell County	East Lafollette Learning Academy	160	Grades 6-12	
2015	Coffee County	Coffee County Koss Center	45	Grades 6-12	
2015	Sevier County	Parkway Academy	37	Grades 6-12	
2015	Lewis County	Lewis County Middle School	3	Grades 6-8	70.4
2015	Hawkins County	Rogersville Middle School	80	Grades 6-8	70.5
2015	Athens	Athens City Middle School	5	Grades 6-8	70.7
2015	Montgomery County	Kenwood Middle School	18	Grades 6-8	71.0

2015	Tipton County	Crestview Middle School	13	Grades 6-8	71.5
2015	Blount County	Eagleton Middle School	30	Grades 6-8	72.4
2015	Haywood County	Haywood Middle School	45	Grades 6-8	72.6
2015	Hardin County	Hardin County Middle School	17	Grades 6-8	72.6
2015	Union County	H Maynard Middle School	25	Grades 6-8	72.8
2015	Rhea County	Rhea Middle School	70	Grades 6-8	73.0
2015	Fayette County	West Junior High School	90	Grades 6-8	73.1
2015	Millington	Millington Middle School	133	Grades 6-8	73.6
2015	Sullivan County	Holston Valley Middle School	110	Grades 6-8	74.2
2015	Campbell County	Lafollette Middle School	80	Grades 6-8	74.3
2015	Sullivan County	North Middle School	210	Grades 6-8	74.4
2015	Loudon County	Ft Loudoun Middle School	18	Grades 6-8	74.4
2015	Roane County	Harriman Middle School	14	Grades 6-8	74.7
2015	Warren County	Warren County Middle School	75	Grades 6-8	75.6
2015	Madison County	Rose Hill Middle School	97	Grades 6-8	75.8
2015	Shelby County	Southern Avenue Middle	8246	Grades 6-8	75.9
2015	Shelby County	Memphis Academy Of Health Sciences	8210	Grades 6-8	76.6
2015	Robertson County	Springfield Middle School	75	Grades 6-8	76.9
2015	Madison County	West Middle School	130	Grades 6-8	78.0
2015	Knox County	Vine Middle/Magnet	295	Grades 6-8	78.2
2015	Hamilton County	Brown Middle School	35	Grades 6-8	79.9
2015	Hamblen	Meadowview	37	Grades 6-8	80.0

	County	Middle School			
	Bedford	Harris Middle			
2015	County	School	25	Grades 6-8	80.2
		Lincoln			
	Hamblen	Heights			
2015	County	Middle School	27	Grades 6-8	81.1
	Shelby	Craigmont			
2015	County	Middle School	2128	Grades 6-8	81.3
		DuBois Middle			
	Shelby	School of Arts			
2015	County	Technology	8115	Grades 6-8	82.2
	Madison	North Parkway			
2015	County	Middle School	142	Grades 6-8	82.5
	Madison	I B Tigrett			
2015	County	Middle School	36	Grades 6-8	83.0
	Hamilton	Red Bank			
2015	County	Middle School	180	Grades 6-8	83.3
	Shelby	Treadwell			
2015	County	Middle School	2723	Grades 6-8	84.7
	Hardeman	Bolivar Middle			
2015	County	School	10	Grades 6-8	84.7
		Veritas			
	Shelby	College			
2015	County	Preparatory	8254	Grades 6-8	84.9
	Lauderdale	Lauderdale			
2015	County	Middle School	25	Grades 6-8	85.4
		Bledsoe			
	Bledsoe	County Middle			
2015	County	School	6	Grades 6-8	86.2
	Fayette	East Jr. High			
2015	County	School	18	Grades 6-8	88.6
	Shelby	Hickory Ridge			
2015	County	Middle School	2333	Grades 6-8	88.9
	Shelby	Kate Bond			
2015	County	Middle	2007	Grades 6-8	89.4
	Shelby	Wooddale			
2015	County	Middle	2820	Grades 6-8	90.9
	Hamilton	East Ridge			
2015	County	Middle School	75	Grades 6-8	92.0
	Shelby	American Way			
2015	County	Middle	2023	Grades 6-8	92.9
	Hamilton	Tyner Middle			
2015	County	Academy	239	Grades 6-8	93.4
	Shelby	South Side			
2015	County	Middle	2696	Grades 6-8	93.6
2015	Shelby	Colonial	2115	Grades 6-8	93.8

	County	Middle School			
	Shelby	Raleigh Egypt			
2015	County	Middle School	2596	Grades 6-8	94.3
		Humes			
	Achievement	Preparatory			
	School	Academy -			
2015	District	Upper School	8015	Grades 6-8	94.4
		Humboldt			
2015	Humboldt	Middle School	15	Grades 6-8	95.7
	Shelby	Kirby Middle			
2015	County	School	2378	Grades 6-8	96.5
		City University			
	Shelby	Boys			
2015	County	Preparatory	8236	Grades 6-8	97.3
	Shelby	Ida B Wells			
2015	County	Academy	2353	Grades 6-8	98.0
	Hamilton	Orchard Knob			
2015	County	Middle	200	Grades 6-8	98.2
	Shelby	Airways			
2015	County	Middle School	2010	Grades 6-8	98.3
	Achievement	Westside			
	School	Achievement			
2015	District	Middle School	10	Grades 6-8	98.4
		Grandview			
	Shelby	Heights			
2015	County	Middle	2835	Grades 6-8	99.0
	Shelby	Geeter Middle			
2015	County	School	2240	Grades 6-8	99.3
	Shelby	Georgian Hills			
2015	County	Middle School	2255	Grades 6-8	99.4
	Shelby	Germantown			
2015	County	Middle School	107	Grades 6-8	99.4
	Shelby	Sherwood			
2015	County	Middle School	2670	Grades 6-8	99.4
		East Lake			
	Hamilton	Academy Of			
2015	County	Fine Arts	64	Grades 6-8	99.6
	Hamilton	Dalewood			
2015	County	Middle School	55	Grades 6-8	
	Shelby	Bon Lin			
2015	County	Middle School	33	Grades 6-8	
	Shelby	Hamilton			
2015	County	Middle School	2315	Grades 6-8	
	Shelby				
2015	County	Lester School	2425	Grades 6-8	
2015	Shelby	Oakhaven	2543	Grades 6-8	

	County	Middle School			
	Shelby	A. Maceo Walker Middle			
2015	County	School	2740	Grades 6-8	
	Tenn Sch For	Tennessee Middle School			
2015	Deaf	for the Deaf	8	Grades 6-8	
	Achievement School	Artesian Community			
2015	District	School	8085	Grades 6-8	
	Shelby	Woodstock			
2015	County	High School	185	Grades 7-10	74.9
		Copper Basin			
2015	Polk County	High School	15	Grades 7-12	73.2
	Carter	Siam Learning			
2015	County	Center	52	Grades 7-12	75.0
		De Kalb			
	DeKalb	County Adult			
2015	County	High School	10	Grades 7-12	75.0
	Hardeman	Middleton			
2015	County	High School	40	Grades 7-12	79.3
	Achievement School	Pathways in Education -			
2015	District	Whitehaven	50	Grades 7-12	95.7
	Achievement School	Pathways in			
2015	District	Education - TN	45	Grades 7-12	99.5
	Lauderdale	Halls Junior			
2015	County	High School	24	Grades 7-8	70.6
	Johnson	Johnson Co			
2015	County	Middle School	16	Grades 7-8	75.7
		Sweetwater Jr			
2015	Sweetwater	High School	15	Grades 7-8	87.5
	Shelby	Kingsbury			
2015	County	Middle School	2373	Grades 7-8	94.1
	Shelby	Chickasaw			
2015	County	Middle School	2108	Grades 7-8	99.8
	Carter	Happy Valley			
2015	County	Elementary	35	Kindergarten-4	76.7
	Davidson	Hermitage			
2015	County	Elementary	320	Kindergarten-4	79.1
	Davidson	Gateway			
2015	County	Elementary	235	Kindergarten-4	85.7
	Davidson	Neely's Bend			
2015	County	Elementary	515	Kindergarten-4	86.3
2015	Claiborne	Tazewell-New	117	Kindergarten-4	89.9

	County	Tazewell Elementary			
2015	Davidson County	Robert E. Lilliard Elementary	420	Kindergarten-4	90.0
2015	Johnson City	Mountain View Elementary	37	Kindergarten-4	91.3
2015	Davidson County	Smithson Craighead Academy	8001	Kindergarten-4	92.2
2015	Davidson County	Rocketship Nashville Northeast Elementary	8050	Kindergarten-4	95.0
2015	Oak Ridge	Willow Brook Elementary	45	Kindergarten-4	98.7
2015	Shelby County	Oak Forest	2692	Kindergarten-5	70.6
2015	Hamblen County	John Hay Elementary	14	Kindergarten-5	71.4
2015	Hamilton County	Alpine Crest Elementary	10	Kindergarten-5	71.4
2015	Hamilton County	Falling Water Elementary	80	Kindergarten-5	71.6
2015	Knox County	Dogwood Elementary	59	Kindergarten-5	71.9
2015	Elizabethton	Harold McCormick Elementary	20	Kindergarten-5	71.9
2015	Sullivan County	Bluff City Elementary	35	Kindergarten-5	72.2
2015	Shelby County	Rozelle Elementary	2630	Kindergarten-5	72.7
2015	Knox County	Belle Morris Elementary	24	Kindergarten-5	73.5
2015	Madison County	East Elementary School	140	Kindergarten-5	73.7
2015	Union County	Big Ridge Elementary	5	Kindergarten-5	74.4
2015	Bradley County	Valley View Elementary	75	Kindergarten-5	74.5
2015	Knox County	Inskip Elementary	138	Kindergarten-5	74.5
2015	Sullivan	Central	55	Kindergarten-5	74.6

	County	Heights Elementary			
	White	Central View			
2015	County	Elementary	20	Kindergarten-5	75.0
	Shelby	Balmoral Ridgeway			
2015	County	Elementary	2610	Kindergarten-5	75.5
		Pond Gap			
2015	Knox County	Elementary	207	Kindergarten-5	75.7
		Christenberry			
2015	Knox County	Elementary	61	Kindergarten-5	76.6
		Parkview			
	Bradley	Elementary			
2015	County	School	102	Kindergarten-5	76.7
	Hamblen	Witt			
2015	County	Elementary	40	Kindergarten-5	76.7
	Bradley	Taylor			
2015	County	Elementary	70	Kindergarten-5	77.3
		East Lincoln			
2015	Tullahoma	Elementary	20	Kindergarten-5	78.2
	Madison	Thelma Barker			
2015	County	Elementary	111	Kindergarten-5	79.5
		DuBois Elementary			
	Shelby	School of Arts			
2015	County	Technology	8140	Kindergarten-5	79.8
	Macon	Westside			
2015	County	Elementary	35	Kindergarten-5	80.4
		Waterville			
	Bradley	Community			
2015	County	Elementary	100	Kindergarten-5	80.6
	Hamilton	Hixson			
2015	County	Elementary	127	Kindergarten-5	81.6
	Roane	Bowers			
2015	County	Elementary	28	Kindergarten-5	81.6
		Green Magnet Math And Science			
2015	Knox County	Academy	112	Kindergarten-5	81.9
	Hamilton	Harrison			
2015	County	Elementary	90	Kindergarten-5	82.2
		Hancock			
	Hancock	County			
2015	County	Elementary	20	Kindergarten-5	82.5
	Shelby	Circles Of			
2015	County	Success	8201	Kindergarten-5	82.5

		Learning Academy			
2015	Rhea County	Rhea Central Elementary	65	Kindergarten-5	82.9
2015	Hardin County	West Hardin Elementary	67	Kindergarten-5	83.0
2015	Hamblen County	West Elementary	48	Kindergarten-5	85.3
2015	Roane County	Ridge View Elementary	77	Kindergarten-5	85.4
2015	Shelby County	Willow Oaks Elementary	2800	Kindergarten-5	85.6
2015	Kingsport	Jackson Elementary	15	Kindergarten-5	85.7
2015	Shelby County	Treadwell Elementary	2715	Kindergarten-5	86.7
2015	Carter County	Valley Forge Elementary	95	Kindergarten-5	87.5
2015	Knox County	Lonsdale Elementary	165	Kindergarten-5	87.6
2015	Hamblen County	Fairview Marguerite	10	Kindergarten-5	87.6
2015	Hamilton County	Dupont Elementary	58	Kindergarten-5	87.7
2015	Hamblen County	Hillcrest Elementary	12	Kindergarten-5	89.2
2015	Knox County	Maynard Elementary	168	Kindergarten-5	89.2
2015	Shelby County	Vision Preparatory Charter School	8266	Kindergarten-5	90.2
2015	Shelby County	Cromwell Elementary	2130	Kindergarten-5	90.2
2015	Madison County	Andrew Jackson Elementary Magnet School	146	Kindergarten-5	91.2
2015	Hamilton County	Bess T Shepherd Elementary	17	Kindergarten-5	91.8
2015	Shelby County	Delano Elementary	2145	Kindergarten-5	92.1
2015	Warren County	West Elementary	85	Kindergarten-5	92.2
2015	Hamilton County	Barger Academy	97	Kindergarten-5	92.3

2015	Hamilton County	Lakeside Academy	159	Kindergarten-5	93.0
2015	Madison County	Jackson Career Technology Magnet Elementary	144	Kindergarten-5	93.2
2015	Shelby County	Southern Avenue Charter School Of Academic Excellence Creative Arts	8228	Kindergarten-5	93.5
2015	Bedford County	Learning Way Elementary	39	Kindergarten-5	94.1
2015	Shelby County	Hickory Ridge Elementary School	2331	Kindergarten-5	94.5
2015	Shelby County	Brownsville Elementary	2057	Kindergarten-5	94.7
2015	Achievement School District	Klondike Preparatory Academy	8035	Kindergarten-5	97.3
2015	Shelby County	Promise Academy	8225	Kindergarten-5	97.5
2015	Shelby County	Alcy Elementary	2015	Kindergarten-5	98.4
2015	Shelby County	Winridge Elementary School	2810	Kindergarten-5	99.2
2015	Shelby County	Jackson Elementary	2360	Kindergarten-5	99.3
2015	Shelby County	Charjean Elementary	2095	Kindergarten-5	99.3
2015	Shelby County	Newberry Elementary	2525	Kindergarten-5	99.5
2015	Marion County	Whitwell Elementary	63	Pre-Kindergarten-4	70.0
2015	Putnam County	Cane Creek Elementary	30	Pre-Kindergarten-4	70.2
2015	McNairy County	Selmer Elementary	40	Pre-Kindergarten-4	71.3
2015	Putnam County	Sycamore Elementary	70	Pre-Kindergarten-4	72.8
2015	Johnson City	North Side Elementary	40	Pre-Kindergarten-4	75.1
2015	Perry County	Linden	15	Pre-	75.4

		Elementary		Kindergarten-4	
	Maury	J. Brown		Pre-	
2015	County	Elementary	10	Kindergarten-4	76.1
		Trenton		Pre-	
2015	Trenton	Elementary	15	Kindergarten-4	76.5
	Davidson	A. Z. Kelley		Pre-	
2015	County	Elementary	1	Kindergarten-4	77.0
	Davidson	Tulip Grove		Pre-	
2015	County	Elementary	637	Kindergarten-4	77.2
	Davidson	Hickman		Pre-	
2015	County	Elementary	327	Kindergarten-4	78.4
	Cheatham	East Cheatham		Pre-	
2015	County	Elementary	15	Kindergarten-4	79.0
	Monroe	Tellico Plains		Pre-	
2015	County	Elementary	45	Kindergarten-4	79.1
	Davidson	Goodlettsville		Pre-	
2015	County	Elementary	270	Kindergarten-4	79.5
	Davidson	Hull-Jackson		Pre-	
2015	County	Elementary	350	Kindergarten-4	80.3
	Davidson	Dodson		Pre-	
2015	County	Elementary	165	Kindergarten-4	82.6
	Maury	J E Woody		Pre-	
2015	County	Elementary	59	Kindergarten-4	83.3
	Sevier	Pigeon Forge		Pre-	
2015	County	Primary	44	Kindergarten-4	84.4
	Davidson	Cane Ridge		Pre-	
2015	County	Elementary	82	Kindergarten-4	85.0
	Davidson	McGavock		Pre-	
2015	County	Elementary	465	Kindergarten-4	86.0
		Huntsville		Pre-	
2015	Scott County	Elementary	20	Kindergarten-4	86.6
	Davidson	Cumberland		Pre-	
2015	County	Elementary	150	Kindergarten-4	87.1
	Putnam	Park View		Pre-	
2015	County	Elementary	60	Kindergarten-4	87.1
	Davidson	Old Center		Pre-	
2015	County	Elementary	535	Kindergarten-4	87.2
	Davidson	Hattie Cotton		Pre-	
2015	County	Elementary	140	Kindergarten-4	88.9
	Davidson	Una		Pre-	
2015	County	Elementary	655	Kindergarten-4	89.2
	Davidson	Fall-Hamilton		Pre-	
2015	County	Elementary	220	Kindergarten-4	89.3
	Maury	Highland Park		Pre-	
2015	County	Elementary	45	Kindergarten-4	89.4
2015	Davidson	Stratton	625	Pre-	89.4

	County	Elementary		Kindergarten-4	
	Davidson	Rosebank		Pre-	
2015	County	Elementary	600	Kindergarten-4	89.6
	Davidson	Carter-Lawrence		Pre-	
2015	County	Elementary	670	Kindergarten-4	90.3
	Davidson	Glencliff		Pre-	
2015	County	Elementary	240	Kindergarten-4	90.4
	Davidson	Cockrill		Pre-	
2015	County	Elementary	120	Kindergarten-4	91.4
	Davidson	Alex Green		Pre-	
2015	County	Elementary	5	Kindergarten-4	91.6
	Davidson	Amqui		Pre-	
2015	County	Elementary	10	Kindergarten-4	92.6
	Davidson	Bellshire		Pre-	
2015	County	Elementary	45	Kindergarten-4	92.8
	Davidson	John B. Whitsitt		Pre-	
2015	County	Elementary	390	Kindergarten-4	92.8
	Overton	A H Roberts		Pre-	
2015	County	Elementary	65	Kindergarten-4	94.2
	Davidson	Caldwell		Pre-	
2015	County	Elementary	80	Kindergarten-4	94.3
	Davidson	Tom Joy		Pre-	
2015	County	Elementary	635	Kindergarten-4	94.5
	Davidson	Shwab		Pre-	
2015	County	Elementary	610	Kindergarten-4	95.3
	Davidson	Glenview		Pre-	
2015	County	Elementary	265	Kindergarten-4	95.7
	Davidson	Glengarry		Pre-	
2015	County	Elementary	255	Kindergarten-4	95.8
	Davidson	Tusculum		Pre-	
2015	County	Elementary	645	Kindergarten-4	95.8
	Davidson	Robert Churchwell		Pre-	
2015	County	Elementary	618	Kindergarten-4	96.3
	Davidson	Inglewood		Pre-	
2015	County	Elementary	360	Kindergarten-4	96.4
	Davidson	Warner		Pre-	
2015	County	Elementary	675	Kindergarten-4	96.9
	Putnam	Jere Whitson		Pre-	
2015	County	Elementary	50	Kindergarten-4	97.2
	Davidson	Glenn		Pre-	
2015	County	Elementary	260	Kindergarten-4	97.8
	Hawkins	McPheeter's		Pre-	
2015	County	Bend	60	Kindergarten-4	97.9

		Elementary			
	Davidson	Napier		Pre-	
2015	County	Elementary	510	Kindergarten-4	98.1
	Davidson	Buena Vista		Pre-	
2015	County	Elementary	70	Kindergarten-4	98.4
	Davidson	Park Avenue		Pre-	
2015	County	Elementary	545	Kindergarten-4	98.7
	Davidson	Haywood		Pre-	
2015	County	Elementary	310	Kindergarten-4	98.8
	Hawkins	Carter's Valley		Pre-	
2015	County	Elementary	15	Kindergarten-4	99.0
	Davidson	Kirkpatrick		Pre-	
2015	County	Elementary	425	Kindergarten-4	99.2
	Rutherford	Kittrell		Pre-	
2015	County	Elementary	40	Kindergarten-5	70.0
	Morgan	Central		Pre-	
2015	County	Elementary	10	Kindergarten-5	70.0
		Chimneyrock			
	Shelby	Elementary		Pre-	
2015	County	School	2049	Kindergarten-5	70.3
	Jefferson	Talbott		Pre-	
2015	County	Elementary	55	Kindergarten-5	70.4
		Deerfield			
	Coffee	Elementary		Pre-	
2015	County	School	50	Kindergarten-5	70.6
	Franklin	Decherd		Pre-	
2015	County	Elementary	40	Kindergarten-5	71.0
	Crockett	Gadsden		Pre-	
2015	County	Elementary	25	Kindergarten-5	71.1
	Rutherford	Smyrna		Pre-	
2015	County	Primary	100	Kindergarten-5	71.2
	Montgomery	Ringgold		Pre-	
2015	County	Elementary	75	Kindergarten-5	71.3
	Coffee	Hickerson		Pre-	
2015	County	Elementary	20	Kindergarten-5	71.4
	Montgomery	Kenwood		Pre-	
2015	County	Elementary	17	Kindergarten-5	71.4
	Monroe	Vonore		Pre-	
2015	County	Elementary	55	Kindergarten-5	71.6
		Benton		Pre-	
2015	Polk County	Elementary	5	Kindergarten-5	72.3
	Anderson	Dutch Valley		Pre-	
2015	County	Elementary	35	Kindergarten-5	72.4
		East Side		Pre-	
2015	Elizabethton	Elementary	10	Kindergarten-5	72.5
2015	Rhea County	Spring City	40	Pre-	72.5

		Elementary		Kindergarten-5	
	Coffee	East Coffee		Pre-	
2015	County	Elementary	15	Kindergarten-5	72.5
	Shelby	Peabody		Pre-	
2015	County	Elementary	2570	Kindergarten-5	72.7
	Anderson	Grand Oaks		Pre-	
2015	County	Elementary	46	Kindergarten-5	73.1
		Norwood		Pre-	
2015	Knox County	Elementary	177	Kindergarten-5	73.2
	Crockett	Maury City		Pre-	
2015	County	Elementary	40	Kindergarten-5	73.3
		West View		Pre-	
2015	Knox County	Elementary	315	Kindergarten-5	73.5
	Madison	Malesus		Pre-	
2015	County	Elementary	66	Kindergarten-5	73.9
		Lookout			
	Hamilton	Valley		Pre-	
2015	County	Elementary	241	Kindergarten-5	74.0
		Bells		Pre-	
2015	Bells	Elementary	5	Kindergarten-5	74.1
		Clark			
	Franklin	Memorial		Pre-	
2015	County	School	30	Kindergarten-5	74.1
	Sullivan	Blountville		Pre-	
2015	County	Elementary	25	Kindergarten-5	74.4
	Meigs	Meigs North		Pre-	
2015	County	Elementary	15	Kindergarten-5	74.7
	Anderson	Claxton		Pre-	
2015	County	Elementary	15	Kindergarten-5	74.8
	Fayette	Oakland		Pre-	
2015	County	Elementary	60	Kindergarten-5	75.3
	Anderson	Lake City		Pre-	
2015	County	Elementary	50	Kindergarten-5	75.5
		Byars Dowdy		Pre-	
2015	Lebanon	Elementary	5	Kindergarten-5	75.5
		South Polk		Pre-	
2015	Polk County	Elementary	57	Kindergarten-5	75.6
		Union City			
		Elementary		Pre-	
2015	Union City	School	10	Kindergarten-5	75.7
	Campbell	Valley View		Pre-	
2015	County	Elementary	135	Kindergarten-5	75.8
	Tipton	Crestview		Pre-	
2015	County	Elementary	17	Kindergarten-5	75.8
	Hardin	Northside		Pre-	
2015	County	Elementary	21	Kindergarten-5	75.9

2015	Union County	Sharps Chapel Elementary	45	Pre-Kindergarten-5	76.0
2015	Montgomery County	Minglewood Elementary	51	Pre-Kindergarten-5	76.6
2015	Shelby County	Belle Forest Community School	300	Pre-Kindergarten-5	76.7
2015	Loudon County	Loudon Elementary	35	Pre-Kindergarten-5	77.4
2015	White County	Doyle Elementary	25	Pre-Kindergarten-5	77.5
2015	Meigs County	Meigs South Elementary	5	Pre-Kindergarten-5	77.7
2015	Davidson County	Thomas A. Edison Elementary	208	Pre-Kindergarten-5	77.7
2015	Blount County	Lanier Elementary	70	Pre-Kindergarten-5	78.1
2015	Bledsoe County	Pikeville Elementary	30	Pre-Kindergarten-5	78.3
2015	Sumner County	Vena Stuart Elementary	109	Pre-Kindergarten-5	78.4
2015	Shelby County	Downtown Elementary	2162	Pre-Kindergarten-5	78.4
2015	Davidson County	Mount View Elementary	493	Pre-Kindergarten-5	78.6
2015	Hollow Rock - Bruceton	Central Elementary	5	Pre-Kindergarten-5	78.8
2015	Bedford County	South Side Elementary	75	Pre-Kindergarten-5	78.8
2015	Kingsport	Lincoln Elementary	30	Pre-Kindergarten-5	78.9
2015	Dyer County	Holice Powell Elementary	30	Pre-Kindergarten-5	79.0
2015	Hardin County	Parris South Elementary	45	Pre-Kindergarten-5	79.3
2015	Millington	Millington Elementary School	123	Pre-Kindergarten-5	79.6
2015	Davidson County	Henry C. Maxwell Elementary	318	Pre-Kindergarten-5	79.7
2015	Millington	E.A. Harrold Elementary School	78	Pre-Kindergarten-5	80.0
2015	Crockett	Friendship	20	Pre-	80.2

	County	Elementary		Kindergarten-5	
	White	Cassville		Pre-	
2015	County	Elementary	15	Kindergarten-5	80.3
	Hardin	East Hardin		Pre-	
2015	County	Elementary	19	Kindergarten-5	80.3
	Shelby	Ross		Pre-	
2015	County	Elementary	2627	Kindergarten-5	80.7
	Fayette	Southwest		Pre-	
2015	County	Elementary	70	Kindergarten-5	80.8
	Anderson	Norwood		Pre-	
2015	County	Elementary	80	Kindergarten-5	80.8
	Sullivan	Emmett		Pre-	
2015	County	Elementary	85	Kindergarten-5	81.6
	Greene	Chuckey		Pre-	
2015	County	Elementary	20	Kindergarten-5	82.0
	Hamilton	Wolftever Creek		Pre-	
2015	County	Elementary	148	Kindergarten-5	82.1
	White	Bon De Croft		Pre-	
2015	County	Elementary	10	Kindergarten-5	82.5
	Union	Maynardville		Pre-	
2015	County	Elementary	40	Kindergarten-5	82.7
		Kennedy		Pre-	
2015	Kingsport	Elementary	28	Kindergarten-5	83.3
	Robertson	Krisle		Pre-	
2015	County	Elementary	50	Kindergarten-5	83.8
		Margaret Newton		Pre-	
2015	Lake County	Elementary	15	Kindergarten-5	84.2
	Blount	Rockford		Pre-	
2015	County	Elementary	110	Kindergarten-5	84.4
	Shelby	Shady Grove		Pre-	
2015	County	Elementary	2640	Kindergarten-5	84.6
	Davidson	Lakeview		Pre-	
2015	County	Elementary	430	Kindergarten-5	85.1
	Shelby	Kate Bond Elementary		Pre-	
2015	County	School	2116	Kindergarten-5	85.2
		Sarah Moore Greene Magnet Technology		Pre-	
2015	Knox County	Academy	250	Kindergarten-5	85.2
	Shelby	Germanshire Elementary		Pre-	
2015	County	School	2258	Kindergarten-5	85.5
2015	Montgomery	Byrns L	15	Pre-	85.8

	County	Darden Elementary		Kindergarten-5	
	Shelby	Winchester		Pre-	
2015	County	Elementary	2805	Kindergarten-5	86.5
	Shelby	Manor Lake		Pre-	
2015	County	Elementary	2483	Kindergarten-5	87.8
	Shelby	Fox Meadows		Pre-	
2015	County	Elementary	2215	Kindergarten-5	87.9
		LaFollette			
	Campbell	Elementary		Pre-	
2015	County	School	77	Kindergarten-5	87.9
	Shelby	Double Tree		Pre-	
2015	County	Elementary	2153	Kindergarten-5	88.2
	Bledsoe	Cecil B Rigsby		Pre-	
2015	County	Elementary	10	Kindergarten-5	88.5
	Fayette	Central		Pre-	
2015	County	Elementary	15	Kindergarten-5	88.9
		Raleigh-Bartlett			
	Shelby	Meadows		Pre-	
2015	County	School	2597	Kindergarten-5	89.0
	Shelby	Oakhaven		Pre-	
2015	County	Elementary	2540	Kindergarten-5	89.2
	Anderson	Briceville		Pre-	
2015	County	Elementary	10	Kindergarten-5	89.3
		Highland		Pre-	
2015	Greeneville	Elementary	30	Kindergarten-5	89.5
		Tommie F. Brown			
	Hamilton	International		Pre-	
2015	County	Academy	33	Kindergarten-5	89.7
		Mary V			
	Bledsoe	Wheeler		Pre-	
2015	County	Elementary	25	Kindergarten-5	89.8
	Hamilton	Rivermont		Pre-	
2015	County	Elementary	183	Kindergarten-5	90.0
	Shelby	Shelby Oaks		Pre-	
2015	County	Elementary	2680	Kindergarten-5	90.0
		Graysville			
		Elementary		Pre-	
2015	Rhea County	School	20	Kindergarten-5	90.2
	Union	Luttrell		Pre-	
2015	County	Elementary	35	Kindergarten-5	90.3
	Shelby	Lucy		Pre-	
2015	County	Elementary	115	Kindergarten-5	91.1
2015	Bedford	Eakin	15	Pre-	91.3

	County	Elementary		Kindergarten-5	
		Roosevelt		Pre-	
2015	Kingsport	Elementary	55	Kindergarten-5	91.4
		Blythe- Bower		Pre-	
2015	Cleveland	Elementary	12	Kindergarten-5	91.8
	Hamilton	Spring Creek		Pre-	
2015	County	Elementary	235	Kindergarten-5	91.9
		Holmes Road			
	Shelby	Elementary		Pre-	
2015	County	School	2343	Kindergarten-5	91.9
	Shelby	Springdale		Pre-	
2015	County	Elementary	2705	Kindergarten-5	92.9
	Bedford	East Side		Pre-	
2015	County	Elementary	40	Kindergarten-5	93.0
	Hardeman	Bolivar		Pre-	
2015	County	Elementary	5	Kindergarten-5	93.2
	Shelby	Florida-Kansas		Pre-	
2015	County	Elementary	2208	Kindergarten-5	94.0
	Shelby	Sherwood		Pre-	
2015	County	Elementary	2665	Kindergarten-5	94.2
	Shelby	Bruce		Pre-	
2015	County	Elementary	2060	Kindergarten-5	94.7
	Fayette	Jefferson		Pre-	
2015	County	Elementary	40	Kindergarten-5	94.7
		Whitehaven			
	Shelby	Elementary		Pre-	
2015	County	STEM School	2785	Kindergarten-5	94.9
	Shelby	Sharpe		Pre-	
2015	County	Elementary	2650	Kindergarten-5	94.9
	Shelby	Evans		Pre-	
2015	County	Elementary	2185	Kindergarten-5	95.1
	Shelby	Egypt		Pre-	
2015	County	Elementary	2183	Kindergarten-5	95.2
		La Grange			
	Fayette	Moscow		Pre-	
2015	County	Elementary	46	Kindergarten-5	95.4
	Shelby	Lincoln		Pre-	
2015	County	Elementary	2440	Kindergarten-5	95.6
	Shelby	Bethel Grove		Pre-	
2015	County	Elementary	2050	Kindergarten-5	95.8
	Shelby	Brewster		Pre-	
2015	County	Elementary	2053	Kindergarten-5	95.9
		Lincoln			
	Hamblen	Heights		Pre-	
2015	County	Elementary	18	Kindergarten-5	95.9
2015	Shelby	Larose	2395	Pre-	96.1

	County	Elementary		Kindergarten-5	
	Shelby	Berclair		Pre-	
2015	County	Elementary	2045	Kindergarten-5	96.3
	Shelby	Scenic Hills		Pre-	
2015	County	Elementary	2633	Kindergarten-5	96.3
	Hamilton	Hillcrest		Pre-	
2015	County	Elementary	133	Kindergarten-5	96.5
	Shelby	A B Hill		Pre-	
2015	County	Elementary	2005	Kindergarten-5	96.8
	Shelby	Gardenview		Pre-	
2015	County	Elementary	2230	Kindergarten-5	96.9
	Shelby	Hawkins Mill		Pre-	
2015	County	Elementary	2330	Kindergarten-5	97.4
	Shelby	Keystone		Pre-	
2015	County	Elementary	2368	Kindergarten-5	97.4
	Shelby	Goodlett		Pre-	
2015	County	Elementary	2260	Kindergarten-5	97.6
	Shelby	Knight Road		Pre-	
2015	County	Elementary	2385	Kindergarten-5	97.7
	Hamilton	Woodmore		Pre-	
2015	County	Elementary	245	Kindergarten-5	97.9
	Shelby	Vollentine		Pre-	
2015	County	Elementary	2730	Kindergarten-5	97.9
	Shelby	Hamilton		Pre-	
2015	County	Elementary	2310	Kindergarten-5	98.0
	Shelby	Spring Hill		Pre-	
2015	County	Elementary	2707	Kindergarten-5	98.1
	Shelby	South Park		Pre-	
2015	County	Elementary	2695	Kindergarten-5	98.1
	Achievement	Cornerstone			
	School	Prep - Lester		Pre-	
2015	District	Campus	8010	Kindergarten-5	98.2
	Shelby	Raineshaven		Pre-	
2015	County	Elementary	2595	Kindergarten-5	98.3
	Shelby	Fairley		Pre-	
2015	County	Elementary	2190	Kindergarten-5	98.5
	Shelby	Alton		Pre-	
2015	County	Elementary	2020	Kindergarten-5	98.5
	Shelby	Sheffield		Pre-	
2015	County	Elementary	2655	Kindergarten-5	98.6
	Shelby	Dunbar		Pre-	
2015	County	Elementary	2165	Kindergarten-5	98.7
	Achievement	Corning			
	School	Achievement		Pre-	
2015	District	Elementary	5	Kindergarten-5	98.7
2015	Shelby	Brookmeade	2055	Pre-	98.7

	County	Elementary		Kindergarten-5	
	Shelby	Oakshire		Pre-	
2015	County	Elementary	2550	Kindergarten-5	98.8
	Shelby	Denver		Pre-	
2015	County	Elementary	2150	Kindergarten-5	98.8
	Shelby	Carnes		Pre-	
2015	County	Elementary	2075	Kindergarten-5	98.8
		Hardy			
	Hamilton	Elementary		Pre-	
2015	County	School	110	Kindergarten-5	99.0
		Robert R. Church			
	Shelby	Elementary		Pre-	
2015	County	School	2626	Kindergarten-5	99.1
	Shelby	Levi		Pre-	
2015	County	Elementary	2435	Kindergarten-5	99.2
	Shelby	Wells Station		Pre-	
2015	County	Elementary	2745	Kindergarten-5	99.2
		Lucie E.			
	Shelby	Campbell		Pre-	
2015	County	Elementary	2463	Kindergarten-5	99.5
		Georgian Hills			
	Achievement	Achievement			
	School	Elementary		Pre-	
2015	District	School	25	Kindergarten-5	99.7
	Shelby	Crump		Pre-	
2015	County	Elementary	2133	Kindergarten-5	99.7
		Whitney			
	Achievement	Achievement			
	School	Elementary		Pre-	
2015	District	School	20	Kindergarten-5	99.8
		Caldwell-			
	Shelby	Guthrie		Pre-	
2015	County	Elementary	2067	Kindergarten-5	99.8
	Hamilton	Clifton Hills		Pre-	
2015	County	Elementary	48	Kindergarten-5	99.8
	Hamilton	Orchard Knob		Pre-	
2015	County	Elementary	194	Kindergarten-5	99.8
		Calvin Donaldson Environmental			
	Hamilton	Science		Pre-	
2015	County	Academy	37	Kindergarten-5	
	Hamilton	East Lake		Pre-	
2015	County	Elementary	63	Kindergarten-5	
2015	Shelby	Ford Road	2210	Pre-	

	County	Elementary		Kindergarten-5	
		Getwell			
	Shelby	Elementary		Pre-	
2015	County	School	2259	Kindergarten-5	
	Shelby	Magnolia		Pre-	
2015	County	Elementary	2470	Kindergarten-5	
	Shelby	Orleans		Pre-	
2015	County	Elementary	2560	Kindergarten-5	
	Shelby	Westside		Pre-	
2015	County	Elementary	2750	Kindergarten-5	
	Shelby	Whitney		Pre-	
2015	County	Elementary	2795	Kindergarten-5	
	Achievement	Frayser			
	School	Achievement		Pre-	
2015	District	Elementary	15	Kindergarten-5	
	Davidson	DuPont			
2015	County	Elementary	180	PreK-4-4	83.3
	Warren	Hickory Creek			
2015	County	School	38	PreK-4-5	71.9
	Montgomery	Norman Smith			
2015	County	Elementary	60	PreK-4-5	75.2
		George R			
2015	Cleveland	Stuart	25	PreK-4-5	78.7
	Warren	Bobby Ray			
2015	County	Memorial	63	PreK-4-5	86.0
	Shelby	Cherokee			
2015	County	Elementary	2100	PreK-4-5	88.6
		Arnold			
		Memorial			
		Elementary			
2015	Cleveland	School	10	PreK-4-5	89.3

Appendix IV

Email Communication with Nick Rodriguez

Re: Common Core Feedback Tool

Nick Rodriguez <nickrod@gmail.com>

Tue 6/21/2016 10:44 AM

To:BETH BLEVINS <beth.blevins@knoxschools.org>;

Of course - happy to help!

Sent from my iPhone

On Jun 20, 2016, at 11:22 PM, BETH BLEVINS <beth.blevins@knoxschools.org> wrote:

Ok. The formal validation is what I was looking for so I will just mention that it wasn't done prior to release. Thank you for responding to me!

Beth Blevins

Principal

West View Elementary

"We are all faced with a series of great opportunities that are brilliantly disguised as impossible situations." Chuck Swindoll

The information contained in this email may be confidential and is intended only for the recipients as indicated. If you feel you have received this email in error, please delete immediately and send an email message to beth.blevins@knoxschools.org.

From: Nick Rodriguez <nickrod@gmail.com>

Sent: Monday, June 20, 2016 2:20:09 PM

To: BETH BLEVINS

Subject: Re: Common Core Feedback Tool

I'm afraid we didn't do any formal research validation. What kind of information from before release are you looking for?

On Sun, Jun 19, 2016 at 8:47 PM, BETH BLEVINS <beth.blevins@knoxschools.org> wrote:

Thank you SO much for getting back to me! I am using the tool in a dissertation and have been asked to talk about the reliability and validity of the questions. I read through all the supporting documents and know you used them nationally with Common Core folks as well as educators, but do you have the information from the pilot before the survey tool was released? The tool is perfect for my study as I am looking at how different principals respond compared to peers and any correlation to SES level or achievement on standardized tests. Thank you for taking the time to read my email(s)!!

Beth Blevins

Principal

West View Elementary

“Fishermen don't wake up thinking about yesterday's losses; they focus on today's possibilities". *National Geographic Society*

On Jun 19, 2016, at 11:22 AM, Nick Rodriguez <nickrod@gmail.com> wrote:

Hi Beth, got your voicemail! What exactly do you need for the survey instrument?

"For it is by grace you have been saved, through faith—and this not from yourselves, it is the gift of God— not by works, so that no one can boast. For we are God's workmanship, created in Christ Jesus to do good works, which God prepared in advance for us to do."
-Ephesians 2:8-10

Nick Rodriguez

SDG

On June 17, 2016 at 1:42:29 PM, BETH BLEVINS (beth.blevins@knoxschools.org) wrote:

Beth Blevins

Principal

West View Elementary

"We are all faced with a series of great opportunities that are brilliantly disguised as impossible situations." Chuck Swindoll

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From: Nick Rodriguez <NRodriguez@deliveryinstitute.org>

Sent: Friday, June 17, 2016 1:40 PM

To: BETH BLEVINS

Subject: Automatic reply: Common Core Feedback Tool

My journey with EDI has ended, and I've moved on to the next adventure. If you still need to get in touch with me, my e-mail address is nickrod@gmail.com. Otherwise, contact Kathy Cox at kcox@deliveryinstitute.org.

Thanks!

Nick

--

"For it is by grace you have been saved, through faith—and this not from yourselves, it is the gift of God— not by works, so that no one can boast. For we are God's workmanship, created in Christ Jesus to do good works, which God prepared in advance for us to do."

-Ephesians 2:8-10

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Nick Rodriguez

Appendix V

Email Communication with Sandy Boyd

Re: Common Core Feedback Tool

BETH BLEVINS

Wed 6/22/2016 6:47 PM

To:Sandy Boyd <sboyd@achieve.org>;

There wasn't an attachment but I can send the feedback tool I am asking about if you need me to. I was curious about the validity and reliability tests run to ensure the questions were valid for this tool. I want to use it and needed to identify any tests run previously to ensure it is measuring what it was designed to.

Beth Blevins

Principal

West View Elementary

“Fishermen don't wake up thinking about yesterday's losses; they focus on today's possibilities". *National Geographic Society*

On Jun 22, 2016, at 3:23 PM, Sandy Boyd <sboyd@achieve.org> wrote:

Was there an attachment to this message? It seems that something is missing?

Sandy

<image002.png>Sandy Boyd
COO
<image003.jpg>
1400 16th Street, NW #510 Washington, DC 20036
D: [redacted] • M: [redacted]

From: BETH BLEVINS [mailto:beth.blevins@knoxschools.org]
Sent: Friday, June 17, 2016 1:42 PM
To: alissa.pelzman@gmail.org
Cc: Sandy Boyd <sboyd@achieve.org>
Subject: Fw: Common Core Feedback Tool

Beth Blevins
Principal
West View Elementary
"We are all faced with a series of great opportunities that are brilliantly disguised as impossible situations." Chuck Swindoll

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From: Alissa Peltzman <apeltzman@achieve.org>
Sent: Friday, June 17, 2016 1:40 PM
To: BETH BLEVINS
Subject: Automatic reply: Common Core Feedback Tool

Thank you for your email.

Please direct all inquiries to Sandy Boyd at sboyd@achieve.org. Dominique Jackson can be reached atdjackson@achieve.org ([redacted]).

Alissa may be reached at her personal email address at alissa.peltzman@gmail.com.

VITA

Mary Elizabeth (Beth) Blevins completed a Bachelor of Science in Human Ecology at The University of Tennessee in 1987. In 2000, she completed a Masters of Education in Administration and Supervision at Lincoln Memorial University. She has served as an administrator in The Knox County Schools for the past eight years. Prior to that, she was an assistant principal, literacy coach, and teacher. She entered the doctoral program in Education, with a concentration in Educational Leadership and Policy Studies at the University of Tennessee, Knoxville. She earned the Doctor of Philosophy degree in October 2017. Beth Blevins is currently a principal at West View Elementary in Knoxville, Tennessee.